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ATHLETIC JOURNAL

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September, 1945



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Individual Defense Techniques

E. R. Godfrey

Not the System, But the

Execution

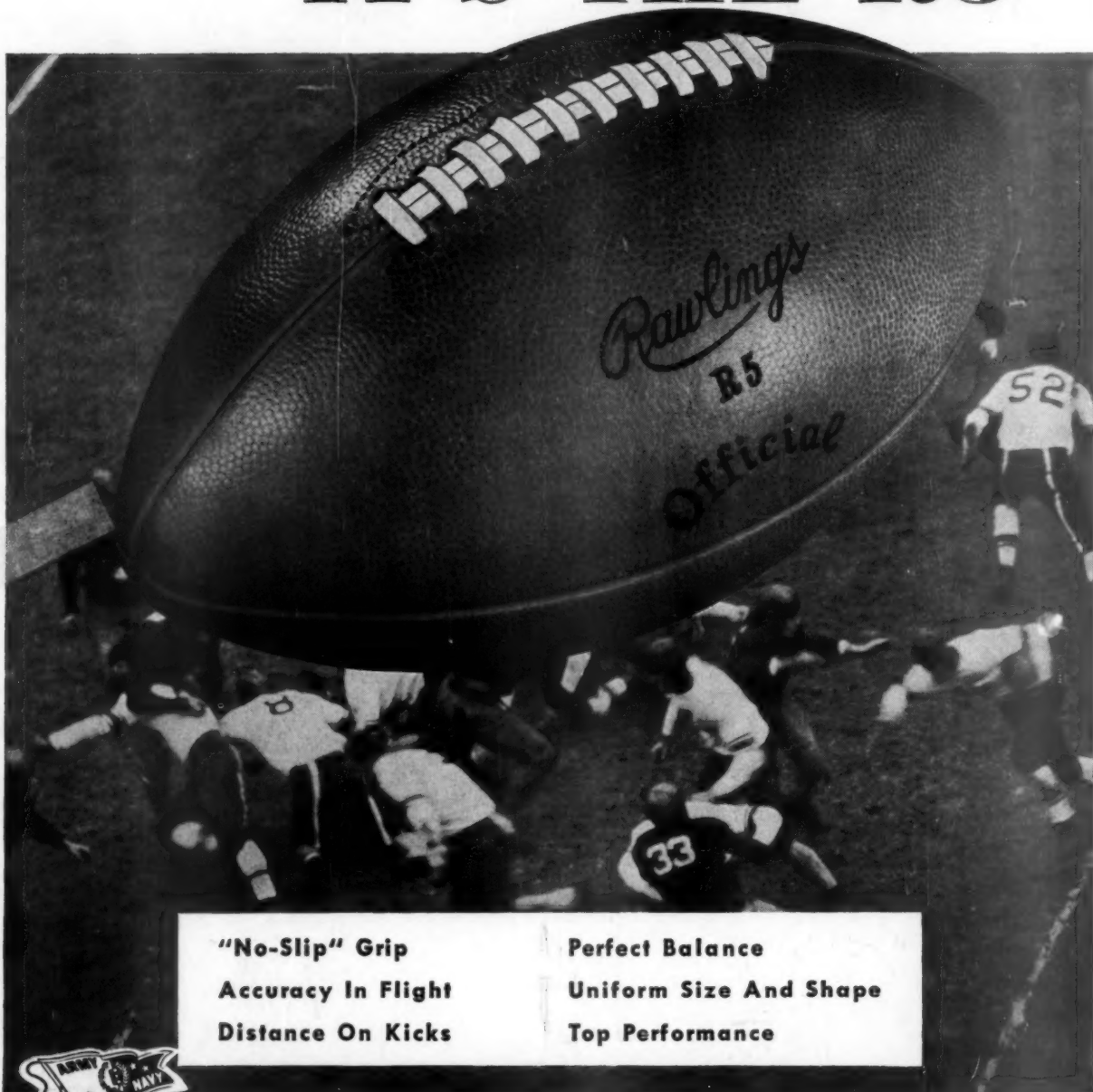
F. W. Thomas

Fundamentals of Basketball

John D. Lawther

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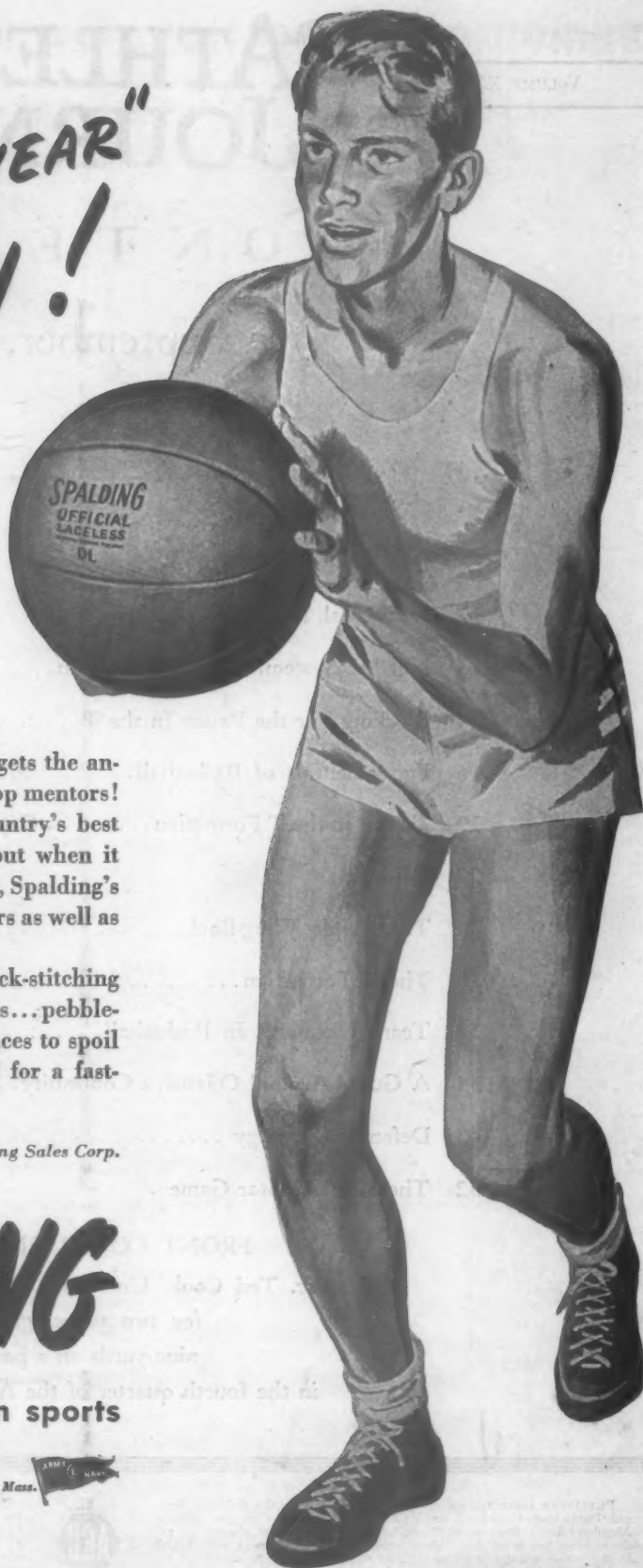
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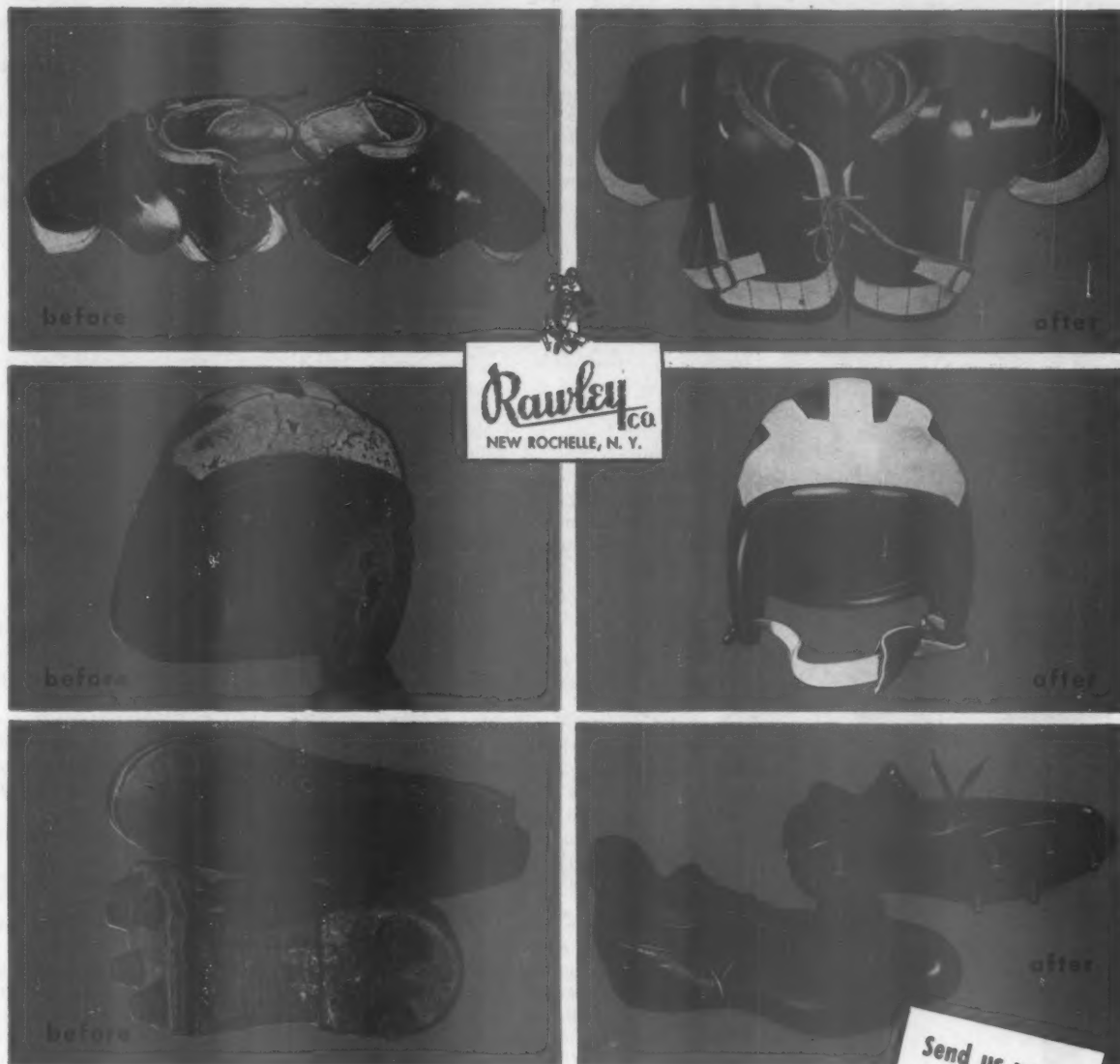
Pfc. Ted Cook, University of Alabama end
for two years, gains
nine yards on a pass
in the fourth quarter of the All-Star game.

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LT. COL. McCORMICK gets legion of merit. Planning and execution of the most ambitious athletic program in history has won the Legion of Merit for Lieutenant Colonel Frank C. McCormick, University of Minnesota director of athletics now on leave as chief of the Army's athletic program in Europe, it has been announced.

The medal was presented by Major General Ben Sawbridge, Chief of Special Services, in a ceremony in Paris recently.

"Lt. Col. McCormick," the citation read, "laid the groundwork for the most ambitious athletic program ever planned, and was so successful that VE-Day found the program in most of its phases either already in operation or set to function. The anticipated success of this athletic schedule during the redeployment program will be due mainly to the industry and courage of Lt. Col. McCormick, who, undaunted by the immensity of his task, saw the planning through to its successful completion and to the smooth inauguration of his personally projected program when the firing ceased."

A graduate of the University of South Dakota, and a veteran of the last war, Col. McCormick has long been active in Big Ten athletics.

He is known in college circles throughout the nation for his untiring work in the National Collegiate Athletic Association. As chairman of the last Olympic Fund Committee, his work was outstanding.

As a director in the Athletic Institute he has made many contributions.

* * *

INTERESTING statements on the changes in the football rules and comments by college coaches, as collected by Captain E. P. Coleman of Wentworth Military Academy, and summarized by Clyde McBride of the Kansas City Star will be of interest.

Sixty-seven per cent replied that they favor the new rule. Thirty-three per cent turned thumbs down.

Asked if they believe the new rule will stimulate passing, 58 per cent replied in the affirmative. Forty-two per cent refused to let their imagination work. Meaning they could see no forward passing stimulation in the new regulation.

Question No. 3 put the coaches to some thought. Questioner Coleman asked if use of the new pass rule would change most of the pass defenses now used in college football.

The vote was fairly evenly divided. Fifty-six per cent, however, held that pass defenses would require shifting while 44

per cent could see no necessity for changes.

Fifty-seven per cent reckoned the new rule will help the wide running game while 43 per cent couldn't see that it would.

As to making football a more open game 56 per cent said yes, 44 per cent no.

Sixty per cent of the coaches answering the questionnaire said they use the T formation exclusively or in part. The majority of the big-time coaches who do not use the T are from the Rocky mountain and Pacific coast areas.

Suggesting that the quarterback, using the T formation, could take the ball from the center, straighten up and throw the ball, Captain Coleman asked if the T formation teams would be helped by the new rule. Fifty-two per cent believe so.

Query No. 8 brought the first negative majority percentage. The question had to do with whether the rule would place a premium on height among passers. An advantage in locating receivers and throwing the ball over the heads of charging linemen.

Fifty-six per cent said no.

Sixty-nine per cent of the voters agreed that their answers probably would be different if they were coaching pro football usually played by experts in comparison with the novices of college football.

Fritz Crisler, Michigan coach, sees "glorified basketball" on the college grid-irons because of the new rule. "It will change the whole game because it brings in unlimited possibilities," Crisler said.

"Made for the officials only," was Bernie Bierman's comment.

"Will change the pass very little," was Navy Hagberg's reaction.

"From now on the passer can face the receiver," said Dienhart of Purdue.

Tom Lieb of Florida believes the running forward pass now will come into greater use. Stuber, former Missouri back, now the able coach at Cape Girardeau, believes the new pass will spread the defense and make it tough for teams to use a 7-man line.

Henry Frnka, master strategist of Tulsa, whose team is inoculated with bowl virus, believes the new rule will balance the running and passing attacks.

"Better goal line passes" are foreseen by Eddie McKeever, new master at Cornell.

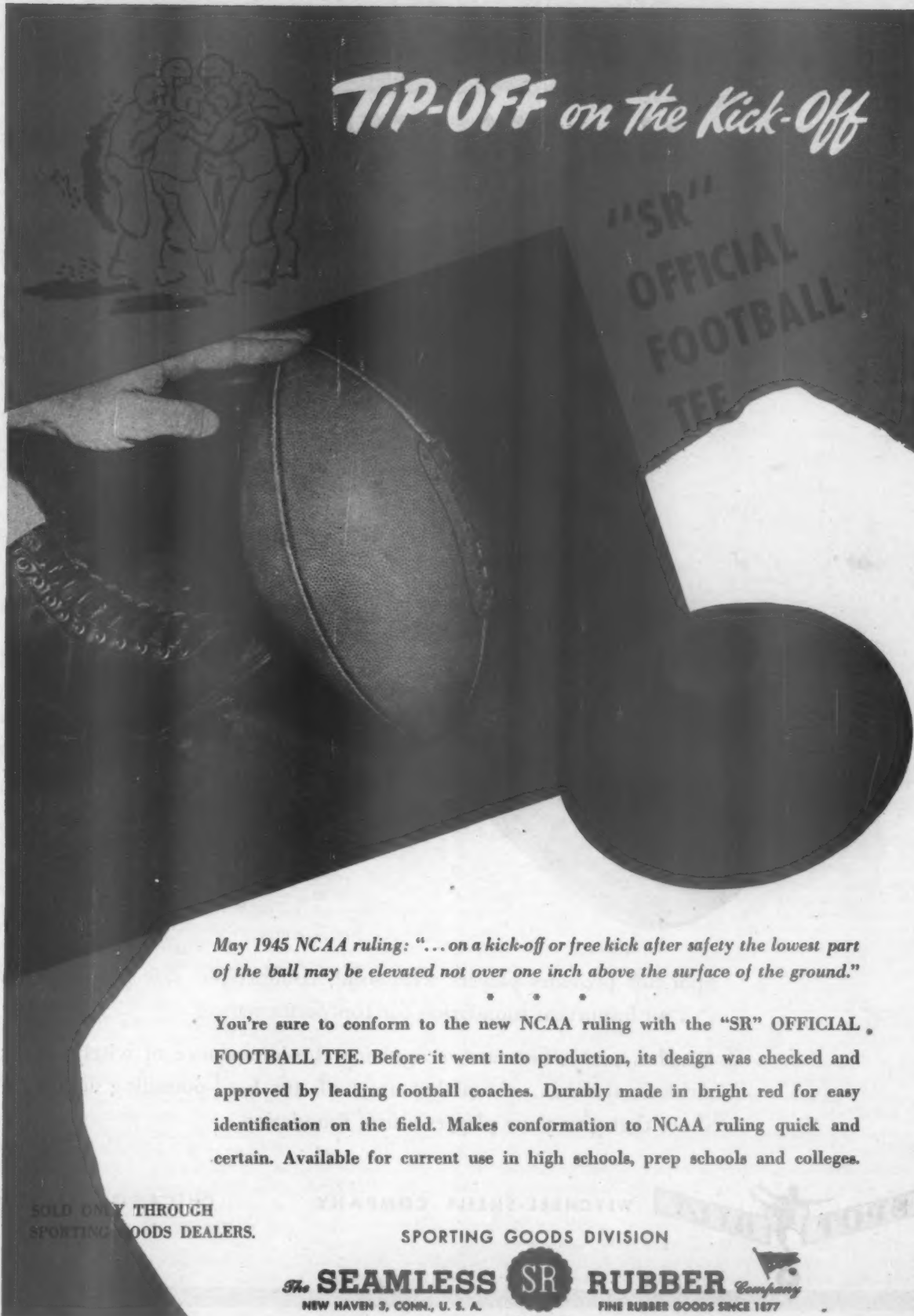
"The diamond defense will not be so wide and the safety will play closer," says Prof. Lynn Waldorf, looking on the defensive side.

"More 6-3-2 defenses and elimination of 7 and 8-men lines," is the way Duke's Cameron looks at it.

"To stop the buck pass (running up to the line as though to plunge and then

(Continued on page 55)

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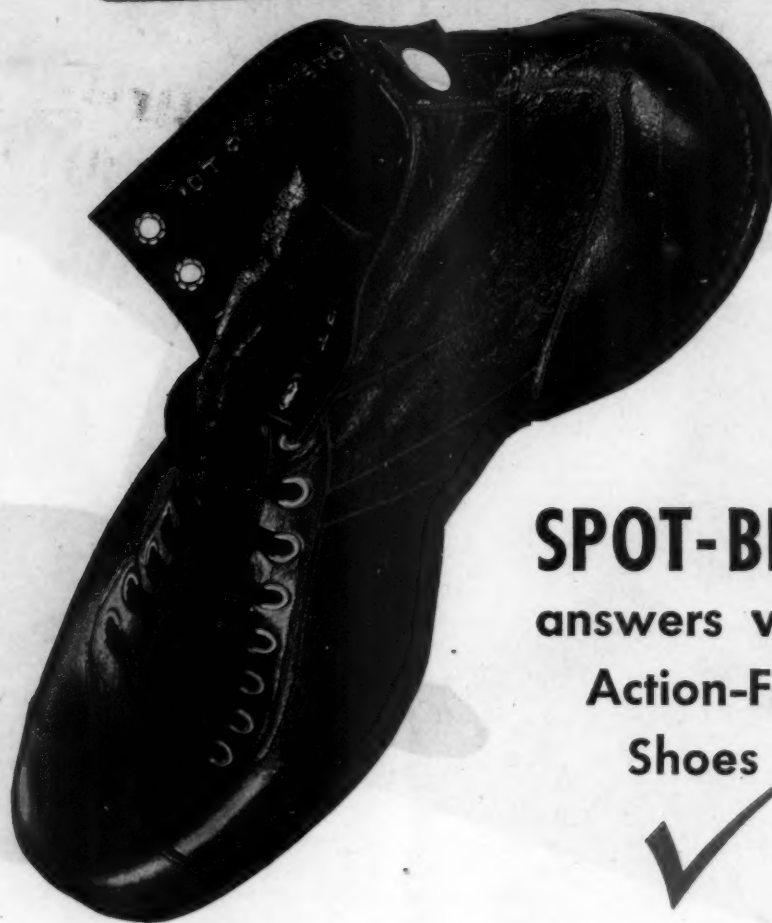
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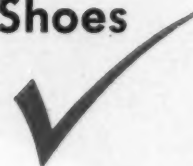


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By E. R. Godfrey
Line Coach, Ohio State University

Individual Defense Techniques

SINCE the beginning of intercollegiate football, offensive and defensive play have been a constant challenge to each other, one stimulating the other to a higher level of development. Over the years each time that a new offensive formation was uncovered, there developed gradually a defense to meet it.

The two offensive formations used in the early period of football were the T and the punt formations. As adequate defenses were developed to meet these types of attack, other formations for offensive play were brought into use.

Today one of the principal offenses is the T-formation modified in some respects. The material which is discussed in the following paragraphs presents the results so far of our experience at Ohio State in developing defenses effective against the T-formation offense.

History shows that, whenever the defense becomes stronger than the offense, coaches are quick to adopt a new offensive

plan. Both intercollegiate and inter-scholastic football have changed their offensive formations many times since the T-formation was first used. The following formations are the basic ones which coaches have used over a period of years for offensive play development. In listing them, an attempt is made to place them in the order of their development.

Illustration 1—Balanced line and balanced backfield. The original T-formation. The offensive linemen are tight. When this formation was used, the "wedge play" was one of the strongest offensive plays.

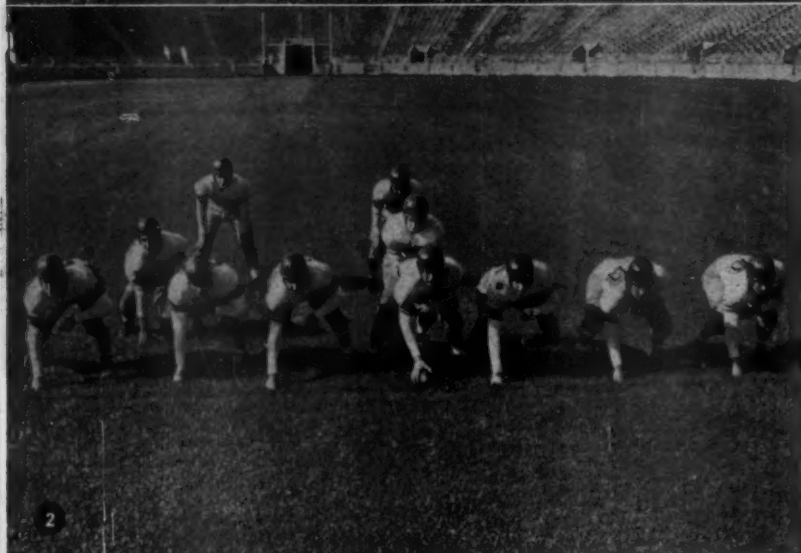
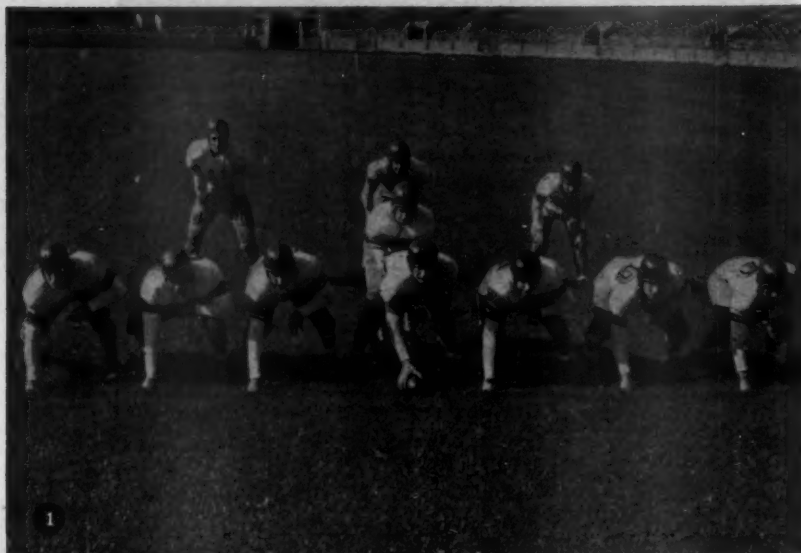
Illustration 2—Balanced line (tight except ends) with backfield unbalanced. The quarterback, still under the center, used from 1910-1915. This offensive formation gave considerable bucking or thrust attack. From this formation the Notre Dame offensive formation developed.

Illustration 3—Balanced line, split ends, unbalanced backfield. Commonly called the Notre Dame formation with a shift

ALTHOUGH this article was written by Mr. Godfrey, he wishes that credit be given to Carroll Wid-
does, head coach, and Paul Bixler, as-
sistant coach at Ohio State University
for their co-operation.

Individual defense techniques against the T-formation and single-wing formation as used by the undefeated Ohio State University, 1944, football team are described in this article. In nine games in 1944, the Ohio State line allowed its opponents an average net gain of 128 yards by rushing. This fine defensive record was made through the application of the techniques described in this article.

added to it. This formation, today one of the basic formations upon which some of the finest teams in the country are developed, came into its own about 1915. Up until 1927, 80 per cent of the offensive attack went to the strong side. After that date the short-side attack was developed. *Illustration 4*—Short-punt formation, balanced line, ends "loose." This formation originated about the same time as the T-formation. It is probably the best formation of them all if a thrust, running, passing- and kicking-attack all from one formation are desired. One of the strengths of this formation is that two backfield men are in position on both sides of the center



for deceptive ball-handling. Yost used this formation almost entirely during his coaching career at Michigan to establish one of the greatest records ever made in intercollegiate football.

Illustration 5—Unbalanced line, unbalanced backfield with one wing halfback. Pop Warner is given credit for originating this formation. His theory was to get more power by having his two biggest men, the offensive tackles play alongside of each other. The deep single-wing formation, used by Minnesota, is secured by dropping the wing halfback one and one-half yards deeper.

Illustration 6—Unbalanced line with a wing halfback flanking both defensive tackles. Pop Warner originated this offensive formation in the early twenties. His thought was that, by outflanking both defensive tackles, the defense could not overshift to the strong side of the formation, as was being done against his single-wing formation.

Illustration 7—Five-one line with the backfield the same as in the single wing. The ends may be split as shown in the illustration, or may be tight, depending on the offensive thought. This is one of the many formations used by the late Francis Schmidt. It presents many defensive problems.

Illustration 8—Five-one offensive man line with a T backfield. This was used very successfully last year by some of the strong teams. This formation with the one shown in Illustration 7 may be used very well together.

Illustration 9—Balanced line, balanced backfield with flankers and man in motion. This is the streamlined offensive T-formation that is being used so commonly all over the country. Some coaches are using the T-formation entirely; others are using it with one other basic offensive formation.

In the early days of football, the T-formation was the offensive formation commonly used. During the past two or three years the T-formation has been revived and modified. It may be helpful, in looking for defenses against the T-formation, to go back to the beginning to find what type of defensive line play and team play was responsible for driving the T-formation out of existence. In a general way we may say that there were three basic factors:

(1) The 7-man line with two line-backers, or a 7-2-2 defense certainly played its part in solving the defense in the early days of the T-formation. It must be remembered, however, that flankers, men in motion, and the passing attack were not highly developed parts of the offense.

(2) The defensive lineman became very effective by using his hands to keep the offensive lineman away from his body. This enabled the defensive man to slide along the line of scrimmage and make the tackle.

(3) When a team's defensive problem is

to play against its own offensive formations and plays, it is quick to make the correct defensive adjustments. For a good many years a defensive lineman has been asked to play against the single-wing power type of attack, and thus he has developed a defensive power charge. Now he must meet a quick-opening type of T attack so the low-power charge is no longer effective. The lack of experience of linemen playing against the T has helped make the T-formation effective.

The question was asked by one of the coaches at the National Football Coaches Meeting in Columbus this past January, "How long will you use the T-formation?" The answer was, "I will use the T-formation until one-half of my opponents start using the T and then I will give it up and go to some other offensive formation." After teams play against the T-formation over a period of years, they will be quick to find the correct defensive tactics.

Two Defensive Line Charges

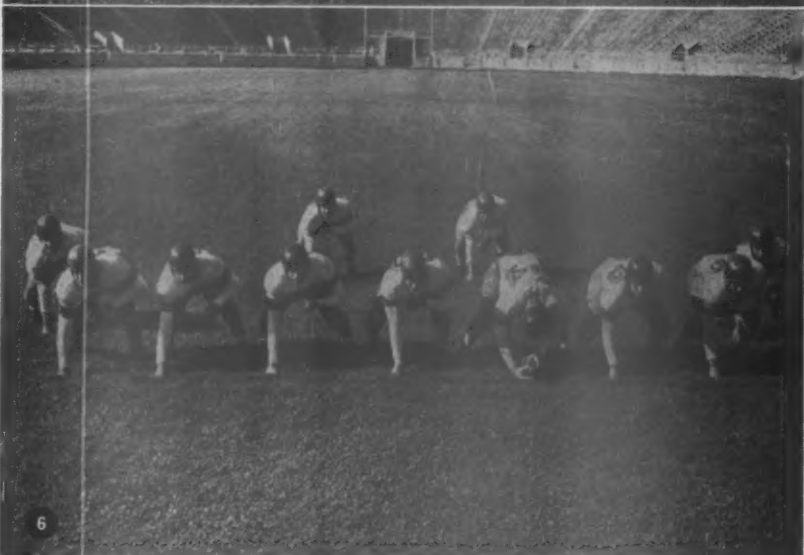
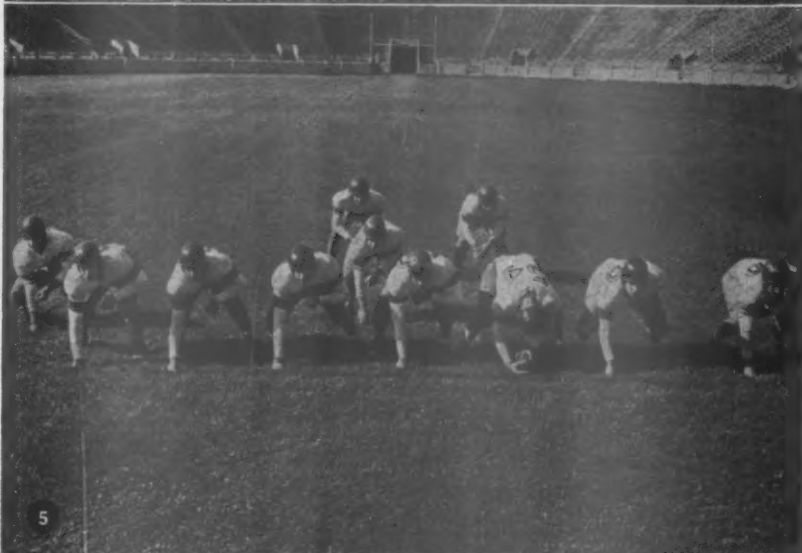
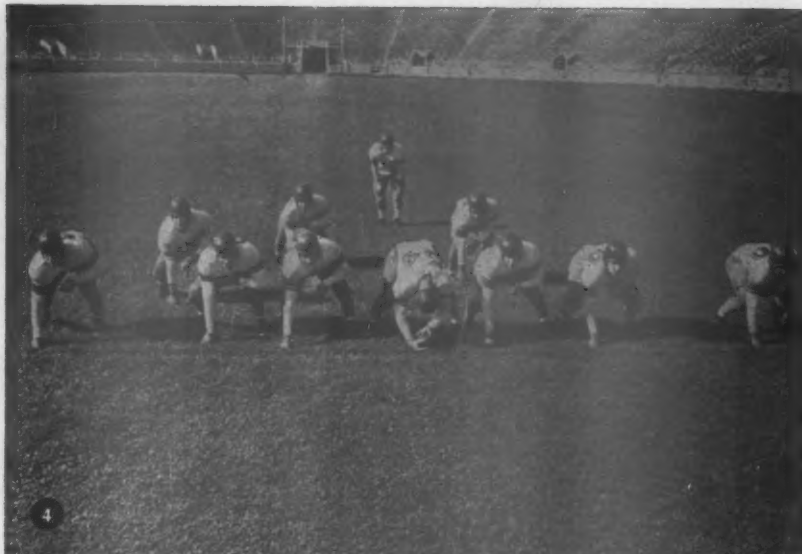
During all of these years two fundamental defensive charges have been used to gain an advantage on the offensive line charge. These defensive charges have operated from:

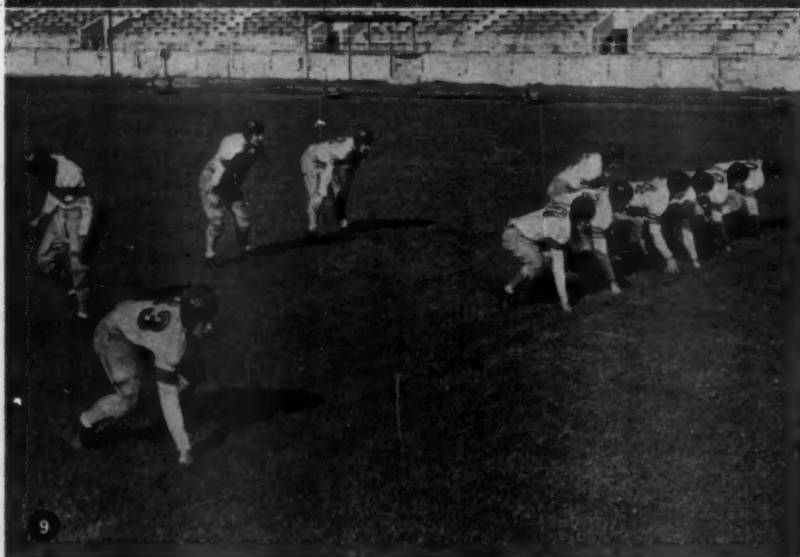
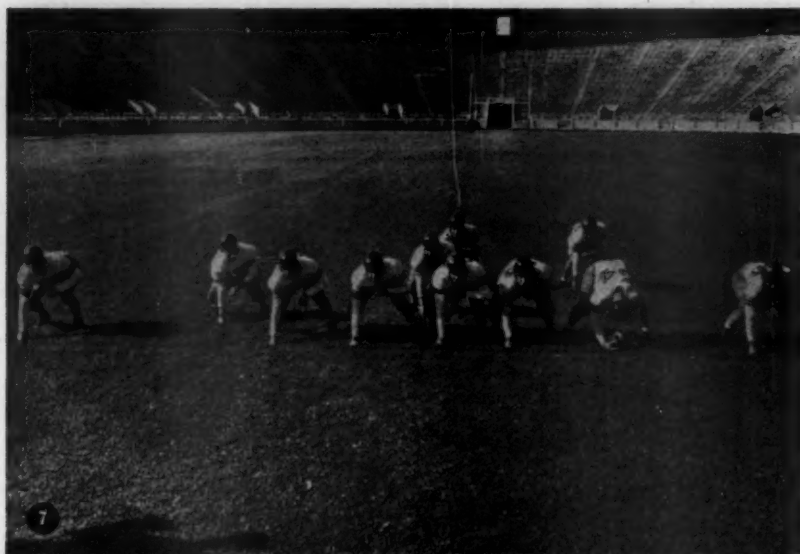
- (1) The two-point stance. (See Illustration 10.)
- (2) The three- or four-point stance. (See Illustration 11.)

In Illustration 12, the defensive man has used his hands, while in Illustration 13 he has used a forearm blow to gain his advantage by keeping the offensive blocker from his body. This enables him to place himself in a position to tackle the ball-carrier from either side, according to the direction in which the play is going. In this type of charge he does not penetrate across the scrimmage line. His objective at all times is to stay in front and to free himself from the offensive blocker so that he can slide along the line of scrimmage and make the tackles. Occasionally his defensive action may be to penetrate the line in order to stop the play. Hackett, an All-American guard in 1944, was quite successful in varying his charge in order to use this maneuver to get to the offensive quarterback.

There are many types of defensive charges used from the two-point stance (See Illustration 10):

- (a) Deflecting the offensive charge by use of the hands.
- (b) Breaking down the offensive stance and charge by use of hands.
- (c) Forcing the offensive blocker to commit himself, then by use of hands and clever footwork the defensive man changes the direction of the defensive charge.
- (d) Striking a blow with the hands or forearm against the offensive man's body thus keeping the defensive man free from being blocked so he can slide laterally and make tackles to either side of him. This





type of charge is being used today to good advantage against the T-formation (See Illustrations 12 and 13).

Defense Against Quick-Opening Attack

The offense from the T-formation is based primarily on a quick-opening attack which gets the ball-carrier across the line of scrimmage as quickly as possible. The ball-carrier is aided by the quarterback, who handles the ball from center and relays it to the halfback who bucks directly into the line of scrimmage.

The offensive-line play is different from that of the single wing in this respect that the offensive linemen do not necessarily have to move the defensive men nor block them quite so long. The offensive lineman at the point of attack, after the ball has been snapped, has just enough time to get a position block. The other linemen, after a momentary block, move into the secondary defense.

Since the ball-carrier reaches the line of scrimmage almost immediately after the ball has been passed from center, any charge that a defensive lineman wishes to make is limited in time and depth. It is important that the defensive lineman playing against the T-formation does not become engaged long with the offensive blocker. If the offensive blocker gets to the defensive man's body, the defensive man has lost his effectiveness in making his play. The time allowed the defensive man to set his charge is determined by the length of time it takes the offensive halfback to reach the line of scrimmage. At this point and time the defensive man must have made his charge. In reality, this charge must overcome opposition, and place the defensive man free, and in position to make the tackle.

In preparing for the 1944 season, the Ohio State coaching staff—like many others—were working on defenses against the T-formation. We solved our problem in part by studying the effectiveness against the T-formation of two types of charges. Against the offensive T-formation, we placed our defensive tackles over the offensive ends and our defensive guards over our offensive guards (See Diagram 1). On the offense the quarterback took the ball from center and handed it either to the right or left halfback who bucked straight into the line. On our defense, first the defensive tackles and guards established their charge by taking one step, then striking a blow with the forearm. At this point we determined the relationship of the defensive tackle and guards to the halfback bucking into the line. It was found that the ball-carrier had just about reached the line of scrimmage, or was slightly in front of the defensive tackle, which gave him just enough time to move from his charge to a position from which he could make the tackle (See Diagram 1).

On our second defense (See Diagram 2),



the offensive maneuvers were repeated but the defensive tackles and guards took two steps before striking a forearm blow to complete their charge. Again the relationship between the defensive players and the halfback bucking straight into the line was determined. In this case it was found that the offensive halfback was from one to two yards beyond the defensive linemen and thus had eliminated the defensive linemen from making any play on the ball-carrier (See Diagram 2).

To our coaching staff it was very convincing that a defensive lineman operating in front of a T-formation could not charge more than one step if he wished to place himself in a position to make the tackle. With these two experiments upon which to base our judgment, we decided to employ two types of defensive charges—one against the T-formation, and one against the single-wing formation.

Three-Point Defensive Stance

The three-point defensive stance as

shown in Illustration 11 is used when a defensive man is playing in front of an offensive power formation such as a single wing. Against a formation of this kind, the defensive action is just the opposite from that used against the T-formation. The defensive lineman now tries to gain his advantage primarily by use of his body, plus the use of the forearm (See Illustration 14). When the ball is snapped the defensive man uses an uncoiling body charge. This gains him a penetration of one yard and permits him to control a certain territory on his initial charge. When using this type of charge, he assumes responsibility for a territory mostly to his inside. The success of this type of defensive charge depends upon the co-ordinated play of the entire line.

Two Types of Defensive Line Play

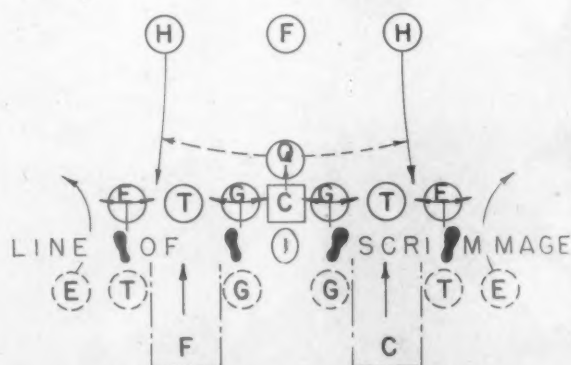
To play against both T-formation and the single-wing formation, the defensive team must employ two defensive types of line charge in order to compete success-

fully against the quick-opening attack of the T and the delayed power attack which we get from the single wing.

(1) The two-point stance should be employed against the quick-opening attack and plays of this type from the T-formation and punt formation. Against plays of this type the defensive lineman is forced to use his hands or forearm to gain his defensive advantage since he is limited in time and depth of his charge before he can gain the advantage that places him in a position to make the tackle.

(2) When defending against a power formation, like the single wing, the three-point stance must be used (See Illustration 11). Now the defensive man is forced to meet power so he in turn uses a power charge to gain his advantage (See Illustration 14). In this case he must control his inside territory. In making this defensive charge, he must get one yard depth and then slide back of the scrimmage line laterally into the play. This can be done since he has a longer interval of time to gain his objective. The defense against

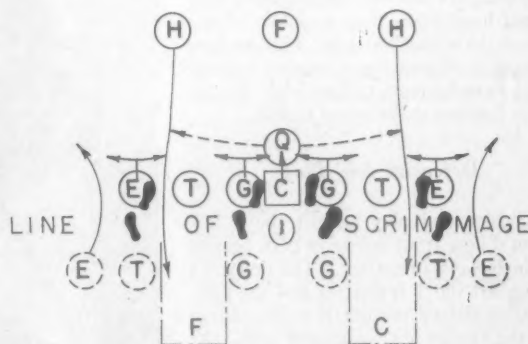
CORRECT DEFENSIVE CHARGE VS T FORMATION



DEFENSIVE TACKLES AND GUARDS TAKE ONE STEP AND FORE-ARM BLOW

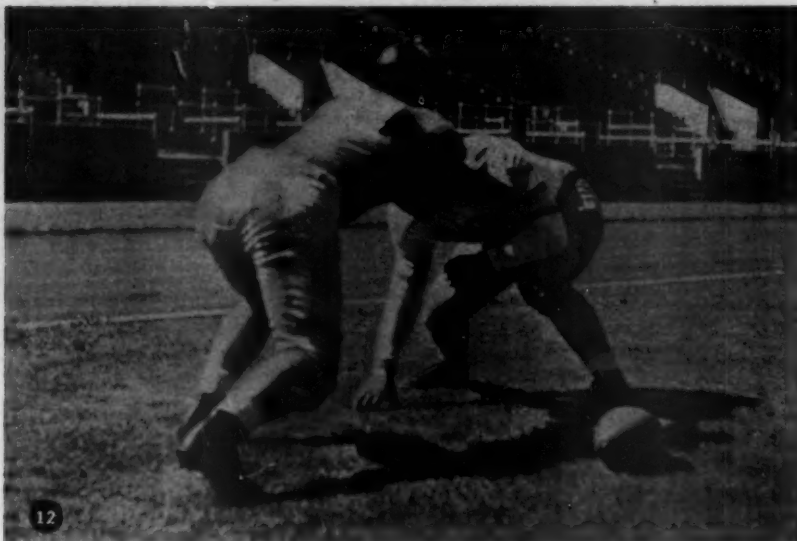
Diagram 1.

INCORRECT DEFENSIVE CHARGE VS T FORMATION



DEFENSIVE TACKLES AND GUARDS TAKE TWO STEPS AND FORE-ARM BLOW

Diagram 2.



the T-formation is just the opposite since the defensive man makes his charge and slides laterally in front of the offensive blocker or line of scrimmage to make his tackles.

Line-Backers Against the T-Formation and Single Wing

Like the line play, backing the line must be suited to meet the particular type of offense opposing it. Defensive line play against the T-formation requires that the defensive lineman make a large percentage of the tackles. The line-backers, facing the T-formation are limited to the territory that they can cover on the quick-opening plays. A line-backer is forced to accept a smaller territory to defend. Line-backers are also forced to commit themselves more quickly against the T-formation than against the single-wing formation.

The line-backer opposing a single-wing formation can accept more territorial responsibilities and can get into position to make more tackles. Since plays from the single wing are delayed, the defensive line-backers have more time to move to the point of the offense's attack. Line-backers opposing a single-wing formation are expected to make more tackles while the defensive linemen make fewer tackles.

Defensive End Play

Defensive end play against the T-formation differs from defensive play against the single-wing formation. The defensive end against the T-formation and the punt formation delays the depth of his charge until the offense has committed itself. At this point the defensive end will definitely accept inside or outside responsibility depending upon the development of the play and the team defense. A hard-charging

rapidly enough to move into his defensive position.

The smashing end is an excellent style of play if used occasionally. It not only upsets the timing for the offensive blockers, which may cause them to miss, but also disturbs the timing of the ball-handlers. Whenever a defensive end smashes, he discards his responsibility for the outside territory. The remaining team defense must be so co-ordinated as to take care of this outside territory.

Team Defenses

The following defenses have proven to be effective against various types of T-offense. There is one general observation which should be made about team defenses, and that is, as nearly as possible the defensive men should play over the offensive men if the defense is to hold the advantage. Whenever the defensive guard or tackle plays between two offensive men, the offense holds a distinct advantage. Quite often it is rather difficult to follow the rule of placing defensive men in front of offensive men when playing against a "split" T-formation. By splitting the offensive line, the offensive team makes the defensive problem greater.

The overshifted 6-2-2-1 defense (See II-

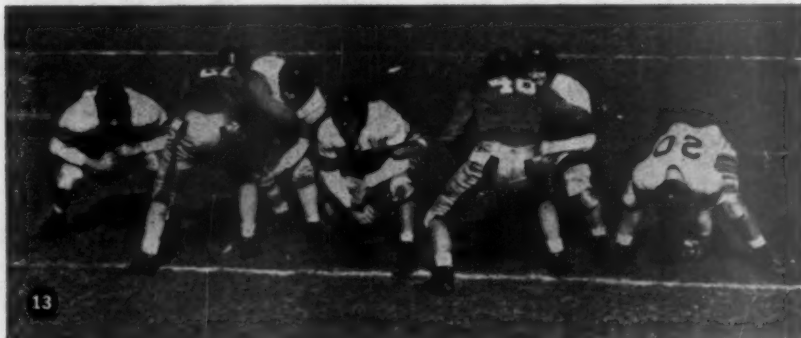




Illustration 15) allows the defensive men to play over offensive men. This gives the strength of an overshifted 7-man line to their right. By shifting the line-backers away from the line strength and by playing the defensive right halfback closer to the line, there is set up a very strong defense against the running attack and the forward pass. One other advantage to the overshifted "six" is that the defensive left

end may enter into the pass defense by covering "flankers" and men in motion.

Illustration 16 shows a balanced 6-man line which may be used effectively against a tight T. The defensive tackles play over the offensive ends and the defensive guards play over the offensive guards. The line-backers accept a limited area and are responsible for plays to their side. Whenever the offensive line is split, this

particular type of defense is weakened.

The success of a fine offensive team is based on individual techniques and the co-ordination of these eleven individuals. In this article we have attempted to show that individual defensive techniques are just as important as the individual offensive techniques. The co-ordination, also, of these eleven men is most important for a sound team-defense.

Not the System, But the Execution

By F. W. Thomas

Football Coach, University of Alabama

IN 1922, Rockne, worked on offense two-thirds of the time and during this time only the seven-man defense was used. How much time would he be spending on offense today with the various, defensive set-ups, such as the six-, seven-, five-, and sometimes the eight-man line. I find myself devoting about 75 per cent of the time to offense now.

Offense requires more finesse in timing, judgment and more complex team play than defense. It is much harder to teach offensive football than defense, because, of course, it necessitates a great deal more time and detail.

I have often heard it said, adjust formation to the type of material on hand. I find for the most part, the coaches from year to year who are continually changing their formations to suit their material are not doing so well. On the other hand, as I look over the more or less successful coaches, I find that they have stuck pretty closely, for a period of years, to their basic formations with slight variations. I find each year that I am adding to, or taking away something from, the Notre Dame formation to meet the present needs. Each

year I am learning something new of its possibilities. If a coach continually changes formation from year to year, it is impossible for players to learn the details, and get all there is to be gotten out of a formation. I find that it takes years for a coach to familiarize himself thoroughly with a formation. My theory is that it pays for a coach to teach the boys plays from a squad formation which over a period of years he himself has learned from A to Z, rather than continually experimenting.

Select a Formation and Stick to It

I do not think that there is any formation in football, that does not have its weaknesses. Naturally a coach tries to select a formation that has the greatest possibilities, one that has strength for any style of attack. The ideal formation, as I view it, which should be considered the basic formation, should be that one which has the greatest possibilities for straight line plays, bucks or spinners; for reverses, inside or outside tackle, and outside end; for flank plays inside or outside end; for all types of passes, straight or spins; and

FRANK W. THOMAS, athletic director and head football coach at the University of Alabama, was quarterback at Notre Dame in 1920, '21 and '22. After coaching at the Universities of Georgia and Chattanooga, he went to Alabama in 1931 where he has met with phenomenal success. Alabama teams under Thomas have won 93, lost 18, and tied 5 in fourteen seasons, for one of the nation's best records for a major college team. Under him 'Bama teams have amassed the best record of any Southeastern Conference member, having broken even in two Rose Bowl trips, won in the Cotton Bowl, and Orange Bowl, and lost to a fine Duke team in the Sugar Bowl.

for quick kicks.

A coach might have one more formation that would have at least three of the requisites that I have just mentioned. He should use the same signals and blocking assignments as those in his basic formation, to make it as simple as possible. He should not have five or six formations, from which only one or two things may be done well. Scouting will catch up with a coach very quickly, and stop this type of offense. Neither should he have many plays from a formation. The boys cannot master their blocking assignments, and the plays consequently will stop themselves. Some coaches have the idea, that a great many formations and plays will fool the defense; they will to a certain extent, but I prefer to spend the time, that is required to teach many formations and plays, in

perfecting execution, which to my mind will win the tough games.

A Strong Versatile Offense

A strong, versatile offense requires a running attack, a forward-passing attack, quick kicking and punting. These three phases of the game must be worked on each day, or that department of the game which was slighted, in all probability will be weak on Saturday.

A good running attack depends on superior line charge; on fast, intelligent, sharp interference; fast-starting and hard-

driving backs; on eleven men fulfilling their assignment; and blocking the secondary.

Four requisites in the passing attack which demand the careful attention of every coach are the passer getting off the passes; blocking for the passer; receiving and decoying.

In the kicking end of the game, the coach should put emphasis upon his kickers not only getting distance but placing the kicks; blocking for the kicker and covering the kick.

First, a coach should put the play on the blackboard, with blocking from five-,

six-, and seven-man lines. The blocks should be explained in detail. It should be further explained against what type of defense each play would be successful and in what sequence each play fits in with the other plays. Each play may be walked through several times in dummy scrimmage, to perfect the timing, and until the correct blocks have been near perfected, in order to build up the player's confidence in the plays. A team must have confidence in the plays from the start.

During the first week of conditioning and group work, each candidate will have
(Continued on page 51)

Blocking For the Passer In the T

By John Dromo

Head Coach Football and Basketball, St. Xavier High School, Cincinnati

THE coming football year will see more T served during the fall afternoons and evenings than ever before in any previous season. With this thought in mind and with the knowledge that many more coaches, particularly high school coaches, will switch to the T formation, either partly or in whole, I shall discuss the pass blocking situations of the T.

Pass blocking in the T is somewhat different from pass blocking in any other formation. The only similarity in the two types of blocking is that the users of both hope their blocking will be sufficient to keep out the charging linemen and to allow the passer to get off his pass. With that the likeness ends.

Whereas in most of the other formations, the blockers try to retain a pocket for the passer, this is not necessarily true in the T, because the majority of the passes are thrown quickly. Here at St. Xavier we teach our linemen to block in rhythm on our quick passes, especially those to the man-in-motion or out in the flat. The rhythm goes as follows: Hit-Hold-Go; look for someone to block. This will help the interference form around the receiver immediately. Notre Dame is especially noted for this maneuver. Interference for Notre Dame receivers always seems to spring out of nowhere, but it is only because the linemen Hit-Hold-Go.

On our long passes we do as the saying goes "block for keeps." Our linemen straighten up, get their blocking angle and then attempt to block the in-charging linemen to the ground. We always like to knock the defensive ends down because continual "dumps" will naturally impair their efficiency, both offensively and defensively. Again this change of pace on

the blocking will greatly improve chances of completing a screen pass which I think is one of the best plays in football.

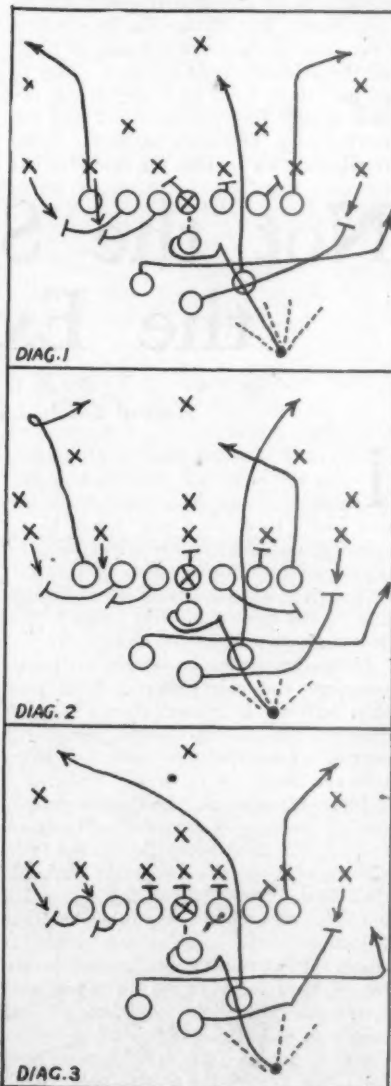
The direct type of man-to-man blocking, necessary for protection of the passer on the T, may seem very difficult at first, but with diligent practice most teams can become fairly proficient in this type of blocking. With such definite responsibility, the coach can easily see who is breaking through to smear up the play. Furthermore, it arouses in each boy the determination that his man shall not be the one who will get through to the passer.

Great difficulty will be encountered when linemen are mismatched, that is, a large defensive tackle against a small tackle or vice versa. Then it will be time to readjust to the best of a coach's ability and that of the team. I know of one large mid-Western school which last year changed its tackles to guards and guards to tackles before meeting two of its opponents. The reason was because of the mismatch in the opposing linemen. This is another "feather" for the T because it is probably the easiest formation in which to shift players around and yet receive the most of their ability.

I believe that a coach should teach his squad a definite pattern of pass-blocking and then readjust to meet his different opponents. Diagrams 1, 2 and 3 show our basic blocking assignments for 6- 5- or 7-man defensive lines.

Notice that our fullback always blocks the defensive left end. As for our individual blocking, on the 6-man line, our left tackle drop-steps his left foot, and with fists clenched and elbows up and pinned against his chest, he looks for the defensive right end. His job is always to make the end go to the outside, never inside. If it

JOHN DROMO went to St. Xavier in 1943 after serving as assistant coach for a year at John Carroll University, his alma mater. His football teams at Xavier have won thirty-six games, lost six and tied one. His basketball teams have a record of 107 wins out of 130 games.



is a quick pass, he Hits-Holds-Goes; on our other passes, he blocks to the ground.

The left guard blocks the same way on the defensive right tackle. The center straightens up immediately after his pass but does not drop-step until the defensive right guard has made his initial charge. This is done for two reasons: first to let the quarter back get out of the way, and, second, to be wary of a fake charge by the defensive guard who may come back over the center position. If a quarterback is agile and fast (which he should be), then the center can drop-step slightly, again remembering to force the defensive guard to the outside.

The right guard and tackle block man-for-man on their side of the line, again forcing their blocks to the outside, and leaving an "escape" lane up the middle for the quarterback in case all the receivers are covered.

In blocking against a 5-man line, the

blocks are again to the outside as diagrammed. The only difference this time is that the right guard drops out and looks for anyone breaking through. If a coach desires, he may send the fullback at the defensive left end; faking a block at him, he then dashes out in the flat and lets the guard take the end. This maneuver is especially effective in the late stages of a game when the opponents are in a 5-man line, their backs deep and expecting long passes.

Against a 7-man line, the left end stays in to block. All offensive linemen block man-for-man and the fullback is on the end. If a coach cares to, he may send the left end out, keep the right end in to block the defensive left end and reverse the fullback to block the defensive right end.

Other variations in our blocking are due to the defensive changes of our opponents. Diagram 4 shows the blocking used against an opponent whose line blockers liked to break through up the middle on certain downs or on expected passes.

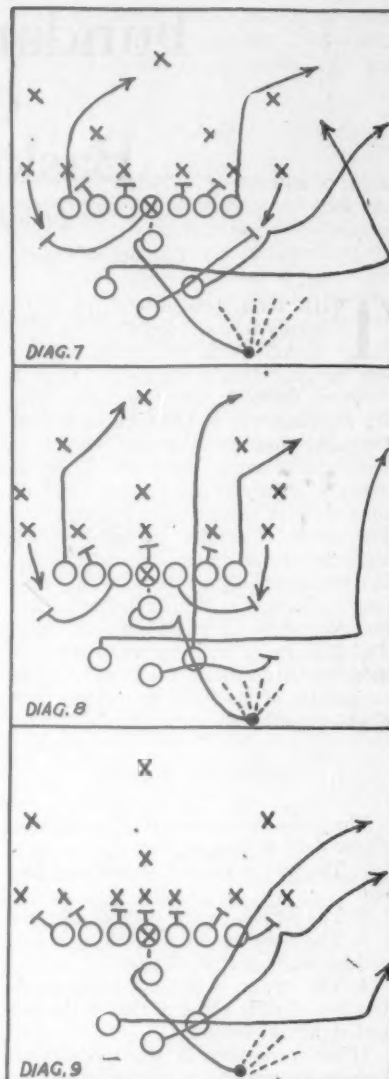
The pass blocking, shown in Diagram 5 was used against a team that employed a tight 5-man line. The center blocked the middle lineman; the tackles blocked the ends and the guards were on the guards. This allowed us to send out five receivers although the fullback never went anywhere but directly to the sidelines and parallel to the line of scrimmage. He was more of an "escape" pass-receiver in case the other receivers were covered.

Diagram 6 shows blocking for a quick pass against a 7-man line and was usually to the man in motion. It was very effective on first downs and inside the opponents' 10-yard line.

Diagram 7 shows a type of blocking that may be used against a team whose ends are very cautious and refuse to "show," and whose guards are probably the team's biggest players and best rushers.

Diagram 8 shows a pocket against a very aggressive 5-man line. If necessary, one of the backs may be kept in to block and thus create a double pocket. This may be necessary when a team is behind or near the end of the half and the team is gambling to score with a long pass. This blocking will give the quarterback more time to look downfield for his receivers and to gauge their speed.

The final diagram, 9, illustrates the type of blocking used against a 7-man line when the defensive players are looking for a running play. The quarterback comes back as if to hand the ball to the left halfback, going wide around end, fakes it to him, and drops back to pass. All the backs scatter as diagrammed and flood the defensive left halfback's zone. The quarterback hits the first open receiver and the ends stay in to block with the other linemen. This will be more effective when a team is on the left side of the field as the quarterback can run to his right and, if necessary, throw on the run. Further-



more, the backs will have more room in which to scatter and will have to elude only one defensive halfback, that is the left halfback.

I might say that, no matter what type of pass blocking a coach employs, he should remember the following salient facts:

1. His players should take pride in their blocking on passes. Their motto may well be, "No one through to the passer."
2. There should be drill every day on all the different blocking situations. It may be necessary to use more than one of them in the next game.
3. Credit should be given where credit is due. If a long pass has been completed for a long gain or a touchdown, the backs should acknowledge the help of the linemen. This will build up an "esprit-de-corps" and team harmony which all winning teams must possess.

Fundamentals of Basketball

By John D. Lawther

Basketball Coach, Penn State College

THE term, fundamental, in sports usually refers to those smaller units of skill which are woven together into the panorama of the game. Passing, shooting, dribbling, pivoting, and faking are fundamentals of offensive basketball. Defensive fundamentals are harder to classify into units. They are almost all based on a preparatory posture which facilitates quick movement in any direction. The action from this position depends upon the offensive maneuver. Such phases as rebounding, playing the post-man, stopping fast breaks, switching on screens, and the like, might be called defensive units. The difficulty in trying to make any such defensive classification lies in the extreme variability of methods by which these phases are enacted.

Preparatory Postures

The defensive preparatory posture includes the following phases:

1. The feet somewhat spread and toed out.
2. The weight on the balls of the feet.
3. The body in semi-crouch with arm and leg joints partially flexed.
4. The center of balance between the two feet, slightly ahead of that of the normal standing position.

Other variations in this preparatory posture are specific to the situation; for example, many coaches teach their boys to

keep one foot somewhat ahead of the other, one slightly flexed arm up and the other nearer the floor, when covering an offensive man with the ball. The defensive position after the shot includes mov-



Illustration 1. The player in white has just hit the floor after a recovery from the defensive board. He has landed in the jackknife position and is just starting to pivot toward the corner to his left.



Illustration 2. Dribbling with eyes on developments ahead.

ing into the path of the shooter if he tries to rush in for a rebound. A position is then assumed six to eight feet out from the basket. The exact distance depends on the liveliness of the boards and ball. This last position includes a somewhat greater knee flexion and a center of balance somewhat more to the rear than that described above. This position is a preparatory position for jumping to retrieve the rebound. The movement of the center of balance somewhat more to the rear serves the additional purpose of helping maintain balance if the offensive man should cause rough contact from the rear.

The jackknife position shown in Illustration 1 is the traditional position after ball-recovery. It illustrates a sound technique. Many big men, however, find assumption



Illustration 3. The player in white is faking with head and shoulders to the right. The defensive player has been drawn into an unsafe position. Note that the fake is with the shoulders and head, with the right foot carrying most of the weight but not stepping.



Illustration 4. The player in white of Illustration 3 has lunged off his right foot with a long cross-over step by the same right foot. He will now release the ball for a long dribble-bounce as he drives by the defensive man. These two illustrations were taken from opposite sides of the players to show the protected ball position in each.

of this position not only unnecessary to clear the ball but wasteful of time in getting the offense started. Some defensive players tap the ball away from the board with one hand, then catch it in a more open area; or tap it out to a team mate at a designated spot. With the remarkable offensive development of the tap-in shot, the two-handed jackknife recovery is becoming more difficult. The defensive man must have complete advantage of position.

Landing in the preparatory position after jumping must be learned. If the player does not land in position for immediate initiation of the next appropriate move, he is too slow, hence out of the play. Moreover, he is more likely to suffer injury if he lands off balance. In jumping, the feet should not be tucked up to the body. It takes them too long to make contact with the floor afterward. The player is not only out of the next play longer, but less able to protect himself from injury.

The Pivot

When landing with the ball in one's possession, there is considerable advantage for the player in having both feet contact the floor simultaneously. A pivot can then be made off either foot. The chances of clearing the ball for a shot or pass are greatly increased. This advantage can be achieved, when receiving a pass, by taking a short last instant hop just before the ball is caught. This technique permits bringing both feet to the floor simultaneously at the approximate moment of reception.

There is one caution to observe when using the pivot extensively with ball-possession. That is, "Keep the offensive area within the visual area at every instant possible." Excellent opportunities for assists are missed, opportunities for shooting are overlooked, and defensive gambles pay off for the opposition, when the ball-holder keeps his back toward the offensive area. If the post-man plays close enough to the basket so that he can see most of the offensive area at all times, and can shoot when covered loosely, he may find it advantageous to keep his back toward the base line of his offensive court area. This is not an exception to the rule, however. He can see the offensive area, and can see, or feel, when he is open to shoot. If he is standing within fifteen feet of the basket, he will be forced by the three-second rule to be to one side of the basket. As he gets back within eight feet of the basket, the defensive man will play beside him, not behind him. The post-man knows from floor position where the basket is and how to start his shooting motion even before he looks.

Seeing the Whole Picture

Looking in basketball is a matter of *not looking at anything specifically*. The "long-

distance gaze" allows the player's eyes to take in almost every development in the entire court area ahead of him. It is the writer's opinion that focussing the eyes on a spot on the backboard, on the rim of the basket, on the ball, a team mate, or an opponent, is a mistake for the offensive player. When the eyes are brought into an exact focus on a spot, the peripheral vision is greatly limited. It is clear that the best place to look to see both sides of the court is "through" the backboard; that is, a focus as if one were looking at a point a considerable distance beyond, but in line with the backboard. In banking a shot, for example, one does not have an absolute spot to hit. The spot to hit depends upon the angle, the distance from the basket, the arch used, etc. These factors change with each action shot. The "birdseye" view of the whole picture is necessary to make this relationship discrimination for the banked shot. The whole view is a fused stimulus which releases the appropriate movement-pattern (habit action) of the shot. Any other kind of action would be too slow. At least part of the distance perception, so essential in shooting, is dependent on seeing objects nearer than, contiguous to, or more distant than, the target. The writer's hypothesis is that one's perception of distance is made more accurate by the lack of focus on a point. Just as the taxi driver and the school teacher must learn to see *without looking at*, so must the basketball player. Skilled looking is a fundamental.

Dribbling

Dribbling is usually a slower method of advancing the ball than passing. It may be used (1) to bring the ball down the floor to a retreated defense, (2) to drive for the basket when out in front of one's defensive man, (3) to get in position to pass, (4) to assist in retaining possession while freezing, or (5) to draw the defense into a position from which they can be screened more easily.

The following are commonly taught principles of dribbling:

1. A player should use the dribble in games only if he can dribble safely without taking his eyes off the offensive floor area. Note the *eyes ahead* in Illustration 2.

2. If necessary to dribble in a congested area, one should keep the dribble low. A low dribble is more constantly in control and harder to break up. Clearing rebounds at a defensive board might be a justifiable time for such a dribble. Downcourt forcing defenses may make such dribbling necessary.

3. One should dribble with the hand opposite the defensive man, interposing the body when necessary to protect the ball from the defense.

4. The lunge past a man as in Illustration 4 should start with a somewhat long dribble bounce.

5. One should prefer passing to dribbling. It is better to use the dribble only when an advantage is immediately apparent.

Faking

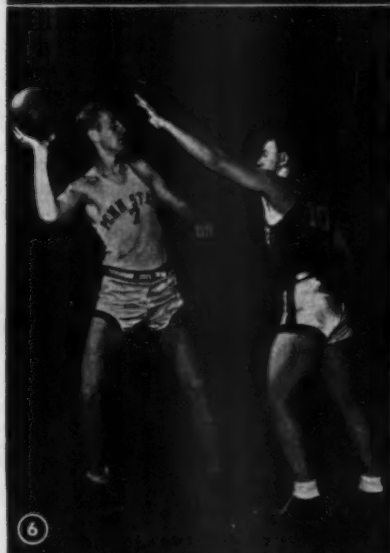
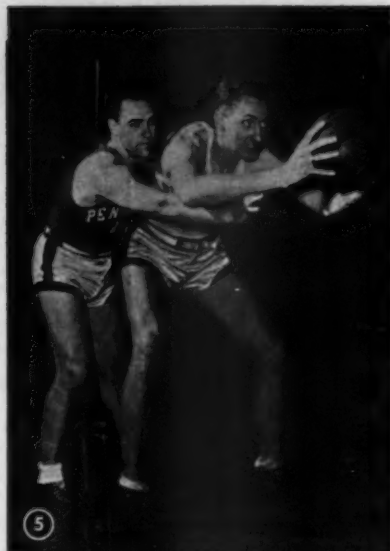
The fake, or feint, is essential to smart basketball. A player fakes to draw the defense into a more vulnerable position. He fakes a pass one way to clear the path for another pass; or fakes a pass, then shoots. He may fake a dribble by, then draw back and shoot, or vice versa. In fact, the offensive player may fake almost any act of the game in order to draw the defensive man out of his exactly poised defensive posture. Fake shots, passes, and dribbles may be put together in any order, singly or doubly, to upset a defensive man. Illustration 3 shows a fake to the right with the head and shoulders. Illustration 4 shows the start of the dribble by, after the defensive man had committed himself. Illustration 6 shows the post-man in position to shoot off the rear foot. If the defensive man approaches close enough to block this shot, the offensive man may take a 180-degree pivot on his left foot and dribble in to score.

The defensive men may also fake. They fake as if picking up the dribbler, then fall back when the dribbler stops dribbling; or they may rush the dribbler, cause a pass, then fall back quickly. *Faking-and-falling-back* is about the only device left to the lone defensive man, trying to meet a two-on-one fast-break situation. Guards often feint to close in, then drop back when the offensive man tries to drive past them. The skill of faking pays about as great dividends to the defensive man as to the offensive man.

Passing

The passing skill may be developed to very high levels. The real ball-handlers are able to pass, with either or both hands, forward or backward, sideward, or at oblique angles. The pass should be made so as to reduce to a minimum the *receiver's* succeeding movements. In fact, the pass should be made so that the receiver can make one continuous motion of reception and shot, or pass. This phase of passing has not been sufficiently emphasized in the literature on basketball. The speed and exact placement of the pass determine more than anything else the success of the ensuing maneuver. A misplaced pass, though caught by a team mate, tends to be a useless pass or even a detrimental occurrence in the offense.

The height of the pass and the speed of the pass must vary with the availability of the receiver and the purpose of the pass. A crouched post-man may very well be fed roll or low-bouncing passes that would be unsuitable as feeds to a team mate cutting in for a shot. Long passes seem to be



most easily and accurately thrown by much the same "peg" as the good catcher uses in "pegging" second; that is, snapped from behind the ear, one-handed, with what is chiefly a forearm, wrist, and finger motion. The two-handed pass from in front of the chest is an excellent pass to use for areas directly ahead of the passer. It may be passed on a line, or bounced. The bounce should have some reverse english to check the speed and increase the height of the bounce.

For passes to oblique angles, or to the side, most players find a one-hand-wrist-and-fingers flip more deceptive, accurate, and easier to execute. One hand is pulled away from the ball while the other passes the ball. The pass is made with some forearm movement but chiefly a wrist-and-fingers snap. The arm pulled away may even carry out a bit of some other action-pattern to increase the deception; for example, move across the body above the ball to simulate a shot or pass in a different direction.

Many players learn to make accurate flip passes to the rear using either one or two hands. One Eastern team uses a one-handed bounce pass to the rear as an interchange between two men crisscrossing in front of the offensive basket (See Illustrations 7 and 8). Such passes should have reverse english and should bounce high. A few other principles that are commonly taught in passing follow:

1. The receiver should either meet the ball or screen its reception with his body.
2. The passer is responsible for passing so that the receiver's body will screen the reception from the defensive man.
3. In cross-court passes, the passer should screen much of the path of the ball with his simultaneous movements; for example, he might cut in front of the receiver, or, if cutting behind him, run at the receiver for most of the path, veering behind him at the instant of reception.
4. One should use wrists and fingers as

(Continued on page 38)

Illustration 5. The post-man receiving the ball exactly in front of the free-throw line.

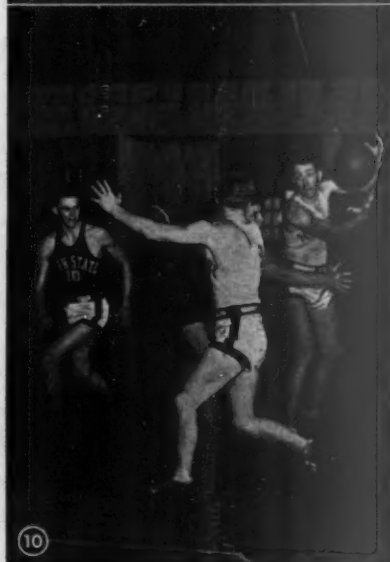
Illustration 6. The post-man has pivoted ninety degrees on his left foot from the position of reception shown in Illustration 5. This is a good shooting or faking position. Smaller men may need to keep two hands on the ball until the last instant.

Illustration 7. Start of behind-back bounce pass.

Illustration 8. Completion of behind-back bounce pass.

Illustration 9. Player 9 in white has fed the post-man, faked to cut right, then reversed to left of the post-man. Note the flexed wrists of the post-man.

Illustration 10. This is a continuation of the play in Illustration 9. The post-man has held the ball to keep his own defensive man from switching, then made a quick wrist-flick pass. There is only a slight amount of elbow-bend in the follow-through. When the defensive man switches on this play, the post-man shoots.



Trends in the T Formation

By Captain E. P. "Chink" Coleman
Coach, Wentworth Military Academy

AT COACHING schools this summer I heard the masters of the T formation, Jeff Cravath of Southern California, Skip Palrang of Boy's Town, Ralph Jones of Lake Forest and Mr. T, himself, Clark Shaughnessy.

After one hears these experts and sees them demonstrate their various versions of the T, one understands why it has become the most mobile of offensive weapons on the gridiron.

Clark Shaughnessy says, "The present trend in the T is not to have plays but

maneuvers. The team is actually divided into five different units and each unit has dozens of maneuvers. These may be arranged in innumerable combinations."

He believes that the T will be improved from time to time as more coaches adopt it as their basic formation; the new rules will not hurt the T; most of the work being done now is toward a defense against it; players and spectators like it, better than any other style of play; a coach can get more out of his material with a T than with any other system.

Shaughnessy believes that one of the new trends is an increased emphasis on the man in motion. He said, "The T is powerless against some defenses if the man-in-motion is not employed."

He further emphasized the point that the man in motion is a distraction to the defense. This is important. The defense cannot ignore him. High school ends will often follow him out, to their regret. College ends will fear to "knife in" when a man-in-motion is on their flank. The man in motion must look and be an actor. On his initial movements, if he is a halfback, he should step forward as if to take the

ball from the quarterback (Diagram 1). Some men in motion even come up to the center as if to take the ball. In this way there is no doubt that they are in motion backward (Diagram 2) at the snap. In order to keep their backs balanced, some teams send the fullback in motion instead of a halfback (Diagram 3).

Most of the T experts use the man in motion on the "corner backer-up" when playing against a 5-3-2-1 (Diagram 4) on plays going wide. In Diagram 5 a composite of the maneuvers of the man in motion is given as illustrated by the T coaches. In any of these maneuvers he can do four things: 1. He can fake to catch a pass (decoy); 2. He can catch a pass; 3. He can fake a block; 4. He can block.

Note when he comes across he can block the end, line-backer or halfback.

Shaughnessy definitely stressed that the man in motion should look over the nearer shoulder at the quarter for the best distraction to the opponents and so that he can see what is going on in his own backfield. (Diagram 6).

A man in motion soon learns that ends are consistent. If they are "knifers," they "knife" and do not vary their charge or wait. Shaughnessy said, "Just like sluggers in the ring who try to box—before long they go in and mix it."

Shaughnessy reminded his listeners that Illinois using the T without a man in motion was stopped by his Pittsburgh team with the 4-5-2 defense, shown in Diagram 7. The guards pinched; two line-backers on the right and left were set for the speedy wide-running "Buddy" Young. Illinois was held to a 0-0 tie at the half. In the second half, Illinois used a man in motion which forced Pitt to change its defense.

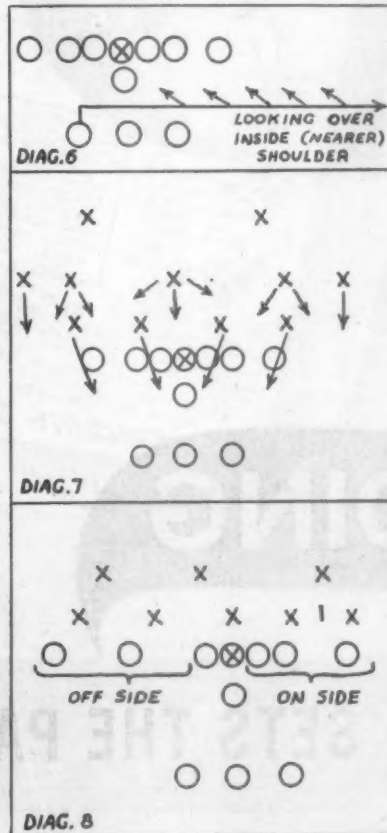
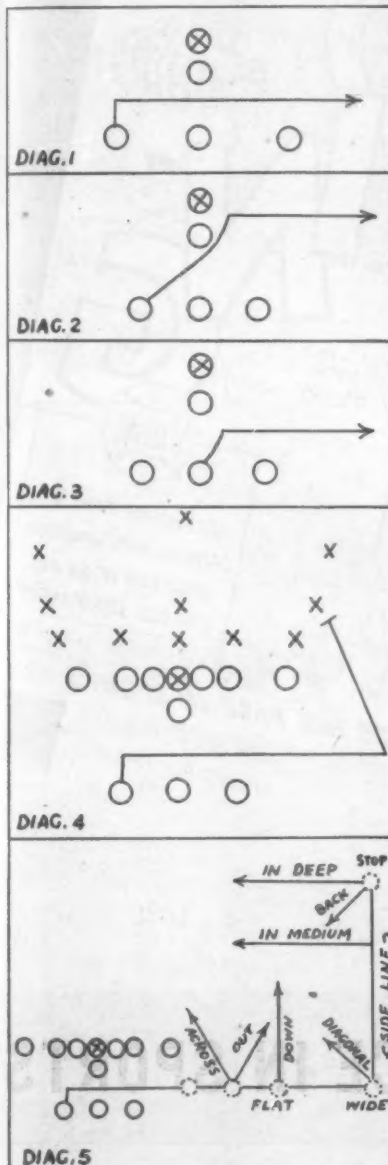
If you have a spread on your off side your opponents (Diagram 8) will play you with the 5-3-2-1. If you use close play on the off side, your opponents may play you with a 6-2-2-1.

To simplify blocking assignments when the defense changes often from a 5- to a 6-man line let the inside guard take the middle line-backer in a 5-3-2-1 defense, and then the only change, when playing against a 6-man line, will be for the guard to take the guard.

All of the T coaches warned against too much cross blocking on a 5-3-2-1.

One of the defenses against the T shown in the many movies at the coaching schools was Coach Luster's defense, as used by his Oklahoma Big 6 champions against the Texas Aggies. This was set up to stop the Aggie passers (See Diagram 9).

(Continued on page 30)



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MAJOR JOHN L. GRIFFITH
FOUNDER

JOHN L. GRIFFITH
EDITOR
(On leave in the Navy)

Welcome Home

THIS is our way of saying that we are glad the war is over. As the renewal subscriptions come in, with a United States address, with commander, lieutenant and private omitted, we know you are again Mr. Civilian. We wish all of you were back.

We congratulate you on what you have accomplished. We know that you have contributed much to the winning of this war. The following editorial, written by a former coach who served, as many of you, in this war ably states what we hope we can all accomplish in these years of peace.

An All-Out Post War Physical Fitness Program

IT WAS only after we became embroiled in a world-wide war, that America was rudely awakened to the fact that its man-power situation was not up to par. Prior to World War II, it was believed that we in America were "tops" as far as sports participation and physical fitness were concerned. Our athletes were still marking up new standards of achievement and breaking existing records. The American public was lulled into a false sense of security, believing that the achievements of our "top" athletes represented a true picture of the strength of American man power.

Then came the rude awakening. Selective Service statistics proved to us that something was radically wrong with the physical efficiency of our man power. The percentage of rejections for physical and mental defects far exceeded that for World War I. Army and Navy findings indicated that only approximately five to ten per cent of our young men, who could satisfactorily pass physical examinations for entrance into the services, were physically fit. It took a longer period of basic training to get them in passable condition than it did in World War I.

Both the Army and the Navy deplored the fact

that so many of our men, even after several years of war, were entering the service without the ability to swim sufficiently to save their own lives, without the leg strength to allow them to jump combat obstacles, without the arm and shoulder strength which would enable them to pull themselves up over ledges or save their own lives by climbing up or down ropes, or rope ladders, or pull themselves out of the cockpits of falling planes, without the endurance and stamina to successfully stand up under the rigors of combat conditions, and without those agilities and skills developed by competitive sports that would increase their chances of staying alive in various combat situations.

The national loss due to physical unfitness is impossible to estimate: unnecessary loss of life and limb by thousands of servicemen, unnecessary loss of planes and other mechanized military equipment because of the accumulation of fatigue and lack of endurance of the operators, excessive absenteeism, inability to combat disease, delayed recovery from infection, inability to recover from fatigue, are all a part of the price we pay.

However, realizing our mistakes of the past, it becomes incumbent on those in charge of athletic and physical fitness programs to rectify conditions so that the same mistakes will not be made in the future. They should see to it that adequate facilities for sports be erected and programs be prepared in order to take care of the coming post-war demand for athletic and physical fitness participation.

Such a sports boom is inevitable. Millions of service men in this war have participated in competitive sports for the first time. They have learned to like it, and to realize its benefits. Many owe their lives to the fact that they had participated in sports and other physical fitness activities, or know of instances where the lack of physical fitness was responsible for the death of buddies. A majority of these men, when they return to civilian life, will continue in sports and will see to it that younger brothers and sons participate in sports.

The Army and Navy have found it necessary to put increasing emphasis on competitive sports programs for all, with each additional year of combat. They found that a purely regimented calisthenic program did not produce the desired results. Such Army and Navy findings have focused public attention on the necessity of providing competitive sports programs for the entire youth of America.

For the last three years, newspapers, radio commentators, industrialists, insurance companies, et cetera, have aroused a public consciousness of the necessity of keeping America physically fit. Parent Teachers Associations, fathers and mothers, school boards, community leaders, and state and federal legislators have become concerned with this problem.

The United States Commissioner of Education has publicly emphasized the value of competitive sports as follows:

"The physical values of properly supervised programs of sports and games have been borne home

(Continued on page 56)



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Highlights of the Coaching School of the Texas High School Coaches Association

By Otis Coffey

Coach, High School, Pampa, Texas

THE Texas High School Coaches Association again sponsored the largest and one of the best coaching schools in the nation during the week, August 4 to 10. The attendance for the coaching school exceeded five hundred coaches and school administrators. Howard Lynch, President of the Association with the aid of the other members of the board of directors secured one of the most attractive staffs in the history of the association. More than eight thousand people turned out to see the Texas All-Star Football Game Friday night following the week of the coaching school.

Coach Leo (Dutch) Meyer, one of the nation's greatest passing advocates and brainy exponents of the wing-back formations, with Bill James, line coach of the Great Texas Aggies, guided the destinies of the North Texas All-Stars. "Skip" Palrang, Father Flanagan's Boys' Town head coach and master of the Modern T Formation and Cecil (Pappy) Grigg, back-field strategist of the Rice Owls tutored the South All-Stars.

The game was pretty much of an aerial contest with both Meyer and Palrang putting into actual practice some of the fine pointers stressed in their lectures. Four hundred high school and college coaches weathered the sweltering heat each day to see these outstanding coaches weld together in one week teams which most any college coach would envy.

The Triple Wing-Back

By Leo (Dutch) Meyer

Coach, Texas Christian University

IT IS my objective to develop the topic of the wing-back style of football offense. One of the most difficult problems to solve in coaching is the placing of the men on the squad in the various positions. I spend as much time in studying the personnel of my ball club as I do on any other phase of my work.

Personnel of the Triple Wing-Back Formation

The right end should be the larger and more rugged of the ends. Because of these

qualities, I have my right offensive end play left defensive end. The left end must be fast and clever, but need not be so rugged as the right end.

The left guard should be a big and rugged fellow. He should play the left defensive guard position.

The right tackle should be a large lineman. He need not be able to pull out into the interference. He should be a very good line blocker. He should be used at a right-tackle post on defense.

The left tackle must be able to pull out of the line and trap defensive men on the line, back of the line of scrimmage, and lead the ball-carrier on off-tackle and end runs. The right guard need not be as large as the other offensive linemen; however, he must be a superb line-blocker.

The center is the key ball-player of the team. He must do many things and do them flawlessly. He starts every play by passing the ball and it is absolutely necessary that he pass the ball properly. The ball must be passed to different spots on different plays and too much time cannot be spent in this department. He must be able to lead the tailback to both the left and right; he must be able to direct the pass to the right and left knee of the tailback on spin plays; and in addition, he must be able to get the ball back just exactly right on punts, extra points, and quick kicks. Not only must the center learn to pass the ball back to the receiver with the exactness of an artist, but he must learn to do this simultaneously with a charge or a pull out of the line.

The stance of the center should be one with his right foot slightly ahead of his left, and with his feet comfortably spread. His knees should be as wide as his feet or should cover his feet. His weight should be well distributed on the balls of his feet. In pulling to the right side of the line, the center should step back slightly with his right foot as he passes the ball, then should cross over with his left foot in the direction in which he is to go. In pulling to the left side of the line, the center should step back slightly with his left foot as he passes the ball, then he should cross over with his right foot in the direction in which he intends to go.

The tailback on the triple wing-back

formation handles the ball on all plays. He must be a clever ball-handler and a smooth, graceful spinner. He must be a good passer, punter, and quick-kicker. It is advantageous for him to be able to run with the ball.

The Triple Wing-Back Formation

There are many reasons why I like this particular formation. In the first place, it spreads the defense so that line plays often work effectively. Then by using the possibilities of shifting from this formation into the double wing-back, the spread, and the single wing-back formation for which it is very adaptable, the defensive team is forced to make rapid changes which make our plays somewhat more effective. Then we, at Texas Christian are not adverse to throwing the football, and we find this formation an ideal one from which to forward-pass.

The stance of the offensive linemen is such that their toes are on a parallel line so that the linemen can have mobility either way. The wing-back should likewise have his toes on a parallel line. The tailback should have a two-point stance with his forearms on his knees and the palms of his hands facing the center.

The Passing Game

As I said, the triple wing-back is an excellent formation from which to forward-pass.

In order to have a passing attack, it is necessary to have a good passer. There are three definite things which we try to teach our passers, first, how to throw the ball, secondly, something about position, and lastly, we teach our passer what to do under certain conditions.

Grip of the Forward Pass

Either the thumb of the passing hand or the fingers of the passing hand should be on the lace of the ball. It matters not, however, which of the methods is used. The fingers of the passing hand should be spread, with the forefinger pointing forward toward the end of the ball and along the long axis of the ball. Good passers often grip the ball differently, but if I am



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to teach a boy, I have certain pointers which I expect him to adhere to if he is not already an outstanding passer. The passer should try to keep the elbow of the throwing arm well forward. This technique will assure the pass-receiver a nice soft "fluffy" pass. A coach can often correct the fault made by his passer of throwing a hard pass with the nose of the ball pointing slightly down by having his passer keep his elbow slightly out in front of his body as the ball is thrown.

Position

Our passer takes a stance with his feet parallel, on an even keel, and with his elbows on his knees. His hands should be held so that the palms are facing the ball. As the ball comes back to the passer, he should step forward with his left foot, cross over his right foot with his left, and hop to a passing position—about seven or eight yards from the line of scrimmage. He should then "focus" down the field, and at the same time, pull the ball up about chest high with a free and easy motion. He should not bring his hand straight back over his shoulder, but should swing his arm back describing an arc, similar somewhat to one made by a baseball player in throwing the ball.

What to Do

There are five things in which a passer must be schooled before he becomes a good passer:

1. He must learn to anticipate when and where the receiver will be open.
2. He must be given hours of practice in completing passes.
3. He must be taught to run where he sees "Daylight" when his receivers are covered.
4. We must be taught how to incomplete a pass in an open territory when his receivers are covered.
5. He must be schooled in what to do to guard against interception and what to do in case of interception.

The T Formation

By Maurice Palrang
Coach Boys' Town

IN MY offense, the guards line up near the center but are not to be crowded close to the center nor too loose from the center. The tackles, in like manner, should line up near the offense guards. The ends should line up one to two yards removed from their offensive tackles according to the nature of the play. This alignment of linemen makes it possible for double teaming.

Some coaches spread their guards at least one foot, their tackles a yard; and, on the other hand pull their ends in some-

what closer to the offensive tackles. This arrangement makes double teaming almost impossible. In any case the spacing of the offensive linemen should be consistent if proper timing and smooth execution are to be obtained.

The fullback should assume a position $4\frac{1}{2}$ yards directly behind the ball. The halfbacks should assume positions directly behind the outside legs of the offensive tackles. The halfbacks' heels should be even with the fullbacks' toes.

Personnel

The qualifications of a good end for the T formation are about the same as those for any other formation. He must have the ability to get loose in the secondary and catch passes. On running plays, he is required to block a tackle inward, to block the backer-up on his side, or to block in the secondary. It is desirable that the end be a good blocker.

The play of the tackles, guards, and the center is the same. The tackles, guards, and the center are called upon to cross-block, split-block, and block in the close and deep secondary. However, the guards and tackles have one additional duty which is not required of the center; that of pulling out into the interference on off-tackle plays and end runs.

Due to the technique of handing the ball to the quarterback instead of passing it directly to the ball-carrier, any lineman can be developed into a center. If the player, used at center cannot pass the ball ten yards back to the punter, some other lineman can be used for this assignment. It is evident that the center of the T formation is just as effective in blocking both on the line and in the secondary as any other lineman.

Personnel of Backfield

The halfbacks should be very fast and exceptionally quick starters. They should be shifty in a broken field and excellent pass-receivers. They are used on the fast breaking quick-opening plays. One of the backs is generally in motion. This maneuver keeps the defense busy trying to cover him or to meet the different contingencies. The smaller of the backs should be placed at left halfback. This back should be the faster of the halfbacks. He should be a very fast starter. The other right halfback should be a large, rugged player, and a good blocker. On different plays, he will be expected to block the defensive end, the line backers, the left halfback, and run with the ball occasionally on quick-opening plays and crossbucks.

The tail back should be the best end runner and oftackle runner on the ball club. He should be the largest and fastest man in the backfield. He need not be a quick-opening runner. The tail back will carry the ball twice as many times during a ball game as any other back.

It is my theory that it is a better plan to place the best blocking end, the best blocking tackle, and the best blocking guard on the left side of the center. One reason for this is that in most instances, the strongest defensive linemen are always on the left side of the defensive line. My arrangement of linemen will place the strongest offensive men against the opposing team's weakest defensive men. The first requisite of the quarterback is his ability to pass the ball. The best passer on the squad should be used in this position. The effectiveness of the T formation will depend on the ability of the quarterback. Any high school player can learn the ball-handling duties and various steps of the quarterback and his other assignments. The more experience he has had in calling signals, however, the more effective he will be. The quarterback is the key man on every play since he first handles the ball.

Backfield Maneuvers

Before going into the selection of plays and quarterback strategy, I shall talk briefly on the maneuvers and the technique of executing them by the quarterback, the halfbacks and the fullback.

The quarterback should stand very close to his center, with one foot slightly in front of the other. His forward leg should almost touch the center. He should be almost erect. His passing hand should be pressed up against the center's crotch, with the fingers of this hand comfortably spread and with the finger tips up against the center's pants and not pointing downward. The wrist of his other hand should be about three inches below the wrist of the passing hand. As the ball is snapped hard against the palm of the quarterback's passing hand, it should be grasped by the passing hand and clamped immediately by the lower hand.

Different plays will require the execution of both front pivots and rear pivots by the quarterbacks. The front pivot is nothing more than a cross over step with the front foot. The rear pivot is executed by swinging the front leg back and around the other foot, pivoting on the ball of the back foot. Mastery of the above fundamentals of the quarterback can be obtained only with constant practice.

Halfback Maneuvers

When the right halfback is put in motion, he should step with his right foot toward the right end. His foot should contact the ground on the count of one. He should then push off with his right foot and take a step with his left foot in the direction in which he is going. The halfback should be given a great deal of practice in this initial movement.

If the right halfback is to take the ball
(Continued on page 38)

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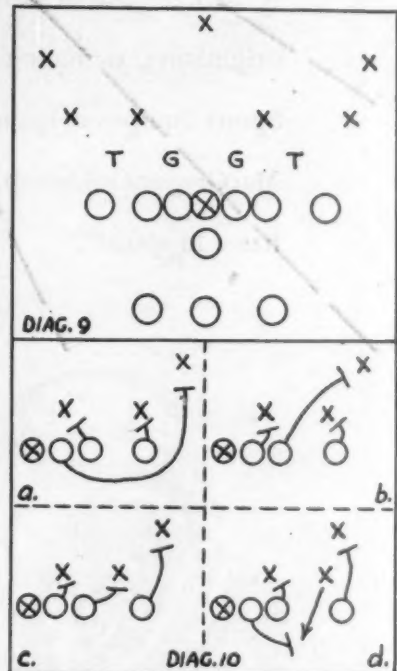
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Trends in the T Formation

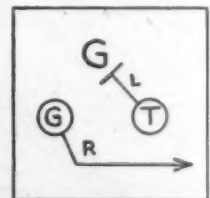
(Continued from page 19)

In order to make the T work, a team must have a good end run. A T without a good end run is stopped. The offensive T should be mobile. A series of plays must be built up with at least four different blocking movements (including a cross block) on each play. Note the blocking in Diagram 10 on an off-tackle thrust.



Four different movements to achieve the same thing. Three may be stopped for no gain, but the fourth may go for a touchdown.

An essential movement in the modern T is the "foot mesh" for the line men. Line men take a sprinter's stance. They should play high with the buttocks



up. We used to lift players—when we blocked—that is out now. In the accompanying diagram of the foot mesh you will note that the guard steps back with his right foot while the tackle steps forward with his left foot. This is called the mesh—no lost movement.

The coaches indicated that trends in the center play were: 1. The center should take a high stance so that the quarterback does not have to stoop, and 2. The

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center should be a big boy to play against 5-and 7-man lines.

A trend in quarterbacking may be a return to calling signals on the line of scrimmage surmised Clark.

Techniques becoming universally accepted in the use of the T were listed by Shaughnessy as; The quarterback spirals down with the ball to hide it from the opponents. The quarterback should be able to concentrate on defense and should not have the responsibility of blocking, thus being able to see what happens on each play.

A slow count on offense will rest and calm a team. The quarterback knows no one boy is sacrificed on the T. All the backs can handle the ball.

Team Harmony in Basketball

By Clifford Wells

CLIFFORD WELLS, former basketball coach at the Logansport, Indiana, High School, was recently named head basketball coach at Tulane.

HARMONY is the watch word of every season in basketball!

One way to obtain harmony—teamwork—is to get the right hint to each player at the right time. Personal contact is essential to smooth out individual rough spots in play, but bulletin board hints provide the psychological background each and every player must have.

Use of the following tips for players has helped many of my teams to come to the top:

Fumbling is one of the unpardonable sins of basketball.

Remember, fight is sixty per cent of the game.

Work hard in practice and you will work hard in a game.

If the coach bawls you out, take it as a compliment. If he thought you were no good, he wouldn't bother with you.

Make yourself think you are better than your opponents in knowledge of the game and in fighting spirit; that you cannot be beaten. When you go into the game with this spirit, your work on the floor and your attitude will make you a member of a winning combination.

A coach picks a player more for his fight than anything else. Without courage, the best instructed player is of no value to his team.

Be honest with other members of your team, with your school and followers, and most of all with yourself by training as conscientiously as you know how. Basketball is a hard game and you cannot play it and win unless you train in the strictest sense of the word.

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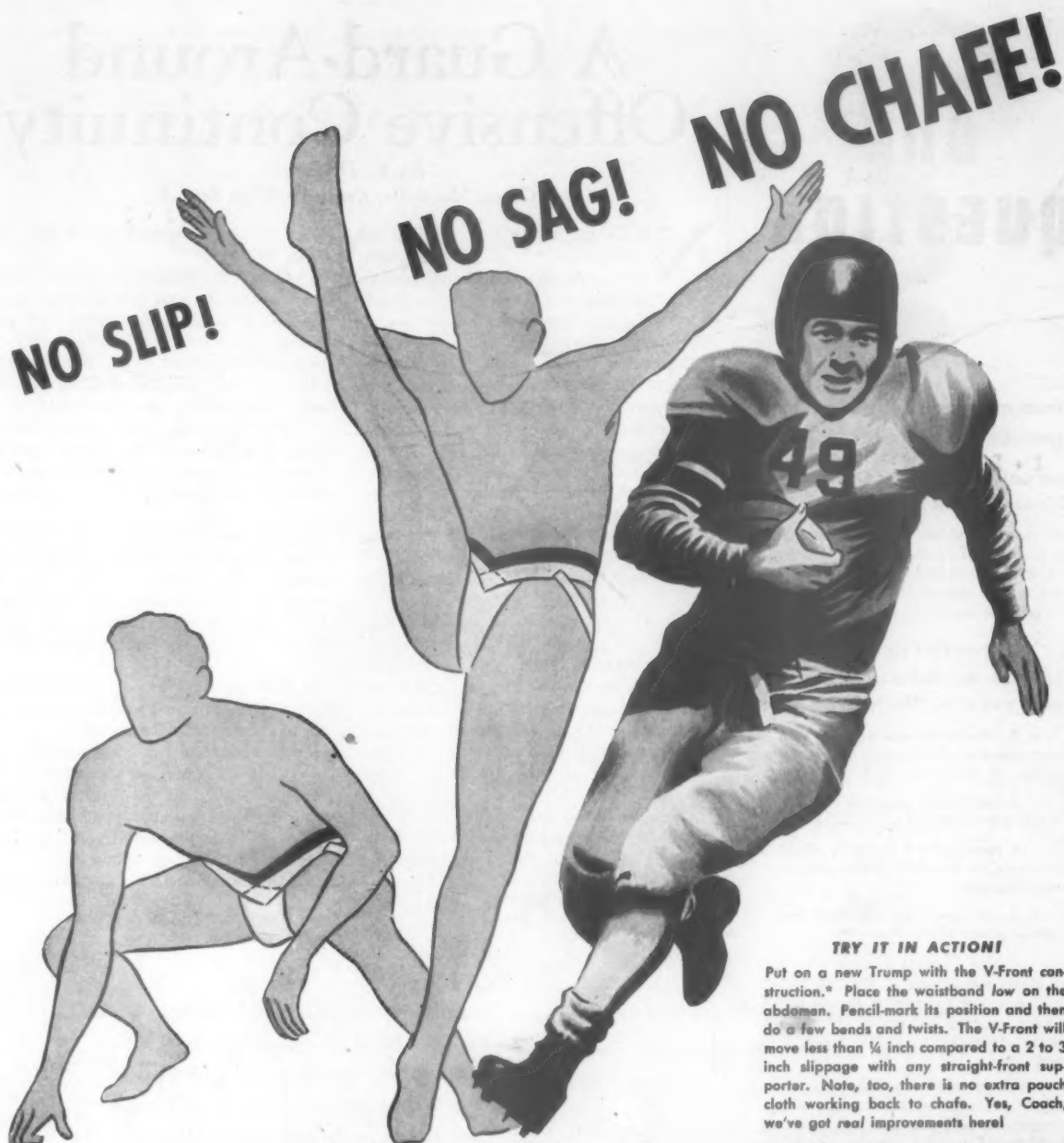
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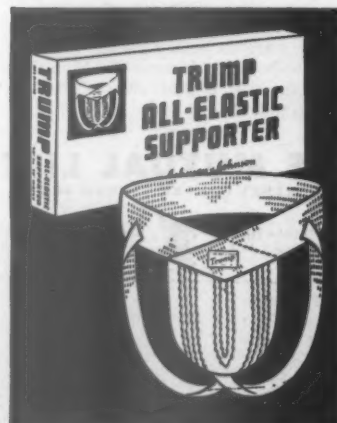
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A-9

A Guard-Around Offensive Continuity

By E. D. Jones

Coach, Maysville, Kentucky, High School

NEXT to the innate ability of the individuals composing the squad, the most important consideration in the molding of a successful basketball team is the mastery of the proper fundamentals of the game. Of next importance is the timing and execution of the attack. A sound offensive plan or system will certainly contribute much to the success of the attack.

Nearly every coach, with a few years' experience to his credit, has experimented at one time or another with some type of set offense involving a continuity. Dr. H. C. Carlson of the University of Pittsburg is probably the originator of this mode of offense and has become famous for his many "Figure-Eight" or "Man-Ahead-Of-The-Ball" continuities employing three, four, or five players. Butler University's "Tony" Hinkle brought forth a different sort of continuity several years ago in one of his coaching schools. His plan utilized only three players at a time. "While these three boys perform, the other two players can take up tickets," he would facetiously remark.

There are numerous arguments both pro and con regarding the merits of a continuity or rotation, as it is sometimes

called. The chief arguments in its favor are as follows:

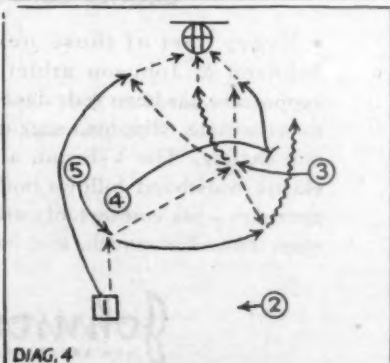
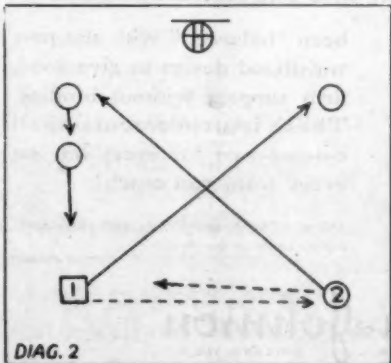
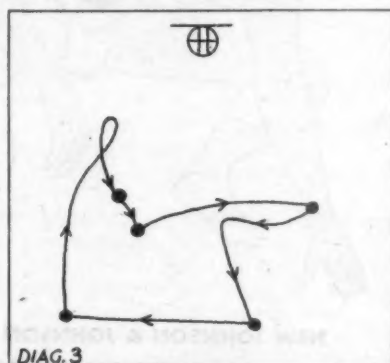
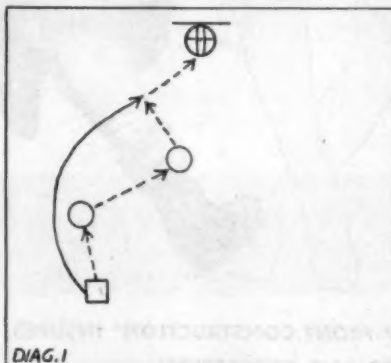
1. Players have a definite series of movements to follow, and if a scoring opportunity fails to develop with the first pass or two, the sequence continues until an opening does present itself. Floor balance is thereby maintained at all times and confusion and disorder are eliminated.

2. The continual interchanging and rotating of positions of the players put the defense into motion and undoubtedly a defense is weakened when forced into motion.

3. The plan is effective for protecting a lead. When a team has obtained an advantage in the score, it can then keep possession of the ball and spar for a "dead crimp." The set-up is splendid for "freezing" the ball in the final minutes of the game.

4. The continuity may be excellently utilized as a drill in passing, and cutting, and in conditioning the squad.

On the other hand, some coaches feel that too many passes are necessary for the scoring returns obtained therefrom. Others maintain that a continuity has a tendency to destroy the initiative of the boys in looking for scoring opportunities.



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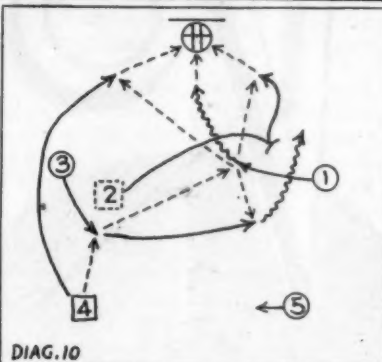
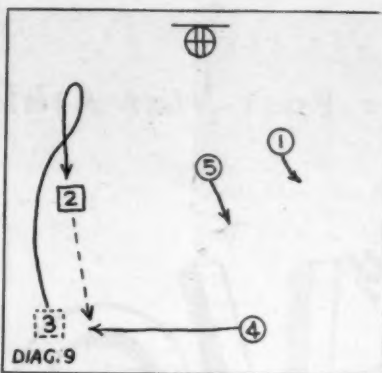
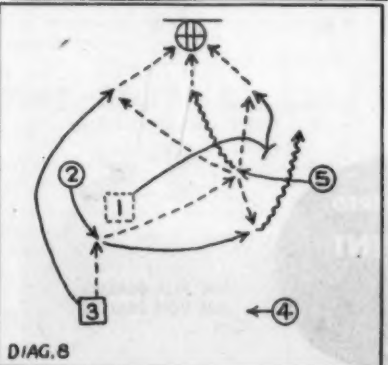
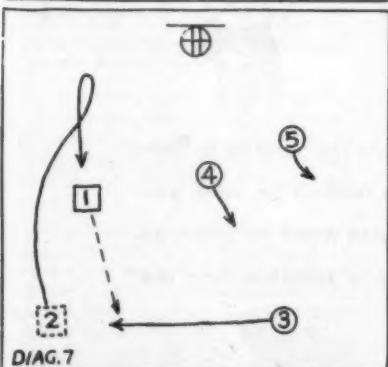
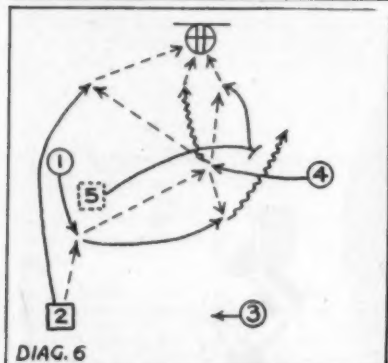
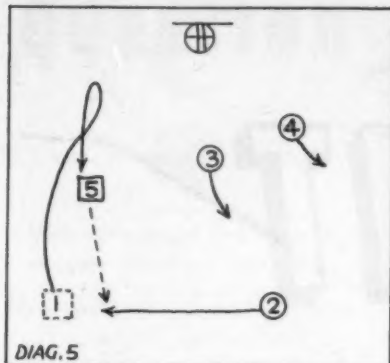
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The basic move of the system is an out-side screen down the side line (Diagram 1) which is often referred to in coaching circles as the guard-around play. The plan involves a minimum of the treacherous cross-court passes so prevalent in the figure-eight offense (Diagram 2).

The offense is extremely useful when the coach is confronted with the problem of building a team without the aid of a big pivot boy . . . and how often do we find ourselves in such a predicament? It is most adaptable to five small or medium-sized boys who are clever ball-handlers and have the willpower, perseverance and judgment to hang on to the ball until they have maneuvered themselves into a close-in shooting position.

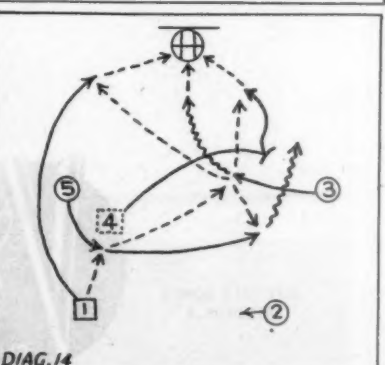
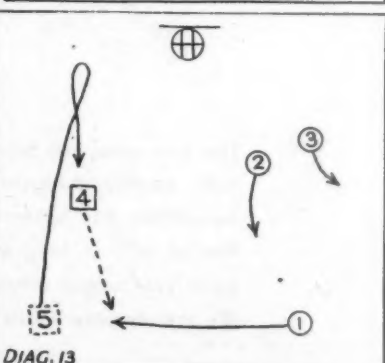
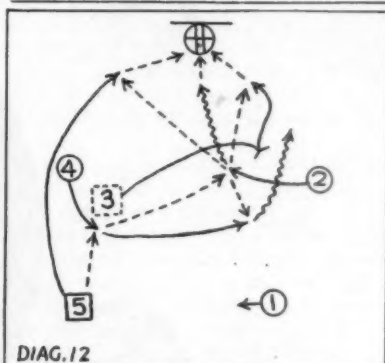
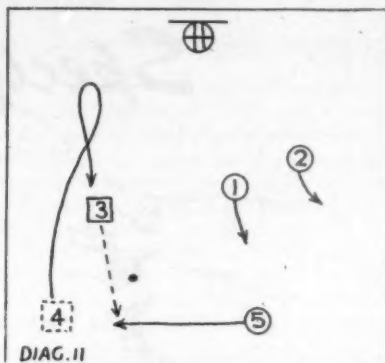
Diagram 3 through 14 cover a complete cycle of the primary or "core" move of the offense set-up on the left side of the court. The plan, of course, functions equally well on the opposite side. Many, many additional alternatives may be incorporated into the pattern depending upon the individual cleverness and characteristics of the boys at the coaches' disposal.

An explanation of the movements laid out in the diagrams is as follows:

Diagram 3 illustrates the path each player follows as he moves through the complete cycle when and if the defense is able to maintain a conventional and sound position (up close and between the man and the basket) thus permitting no scoring opportunity.

Diagram 4 shows the first move of the sequence. Player 1 fakes a pass to 4 which

is the signal for the latter to cut toward the opposite side and set up a screen for 3. A pass (preferably a bounce pass) is then made by 1 to 5 coming up the side. One cuts close on the outside of 5 in order to create a screen by which he can rid himself of his defensive man. On receiv-



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JEWELL WALLACE, San Angelo, Texas, Modified T

OTIS COFFEY, Pampa, Texas

ing the ball, 5 immediately turns to pass to 3 who is cutting in toward the pivot position. If 3 is not open for the pass, 5 throws the ball back out to 2 (Diagram 5) who has moved into the position previously occupied by 1. The latter, on seeing that the play will not develop, reverses and takes the left side-line position. Five is now ready (Diagram 5) to cut toward the opposite side and act as a screen for 4 who, in the meantime, has become the side-line man at the right. Three, unable to break clear as he moved into the pivot area pulls back out near the middle of the floor to the spot just vacated by 2. The formation is now reset (Diagram 6) for the second thrust down the side line

with each player in a different spot from which he started the preceding move. The same procedure continues with a systematic rotation as Diagrams 5, 7, 9, 11, and 13 illustrate until a pass can be safely thrown in to the pivot hole. When the ball reaches this area, the team is then practically assured of a reasonably good shot from one of the four alternatives as shown in Diagrams 4, 6, 8, 10, and 12. If the players are "grooved" in their fundamentals and cutting, it takes a clever defense to prevent them from procuring a close-in attempt at the basket.

Numerous other options, both inside and outside, may be developed and tied in with the offense.

The T Formation

(Continued from page 26)

on a quick-opening play, again he takes a step toward the defensive end with his right foot. This time the step is a short one. He next swings and takes a natural step with his left foot toward the hole. He should look straight ahead and should not grab for the ball. He should run straight into the hole and should locate the line-backers. He should receive the ball from the center by clamping it to his stomach with his right hand which should be carried straight in front of him with the forearm parallel to the ground and with the fingers relaxed and comfortably spread and with the thumb up. The left hand which is being carried on his left hip with the elbow close to the body should be immediately brought onto the ball. The players should be given much practice in taking the ball from the quarterback without looking at it.

Quarterback Strategy

Usually the first play which my quarterback calls in a ball game is a quick-opening play. If it is successful, as is usually the case, off-tackle and end-run plays go very well later as a consequence of the behavior of the tackles. If the inside quick-opening play is successful, the tackle will invariably move inward which sets up our wide plays.

Since the quarterback is in a good position to observe the defensive team and its reaction on different plays, I give him the responsibility of determining just how the defensive tackles, the backers, and the secondary react on various plays. On the initial play it is important to know just what the defensive tackles do and just where they play. During the next four or five plays he should continue to watch the tackles to determine whether they move in to stop the quick-opening plays. He should also determine whether the line-backers or the halfbacks cover the man in motion.

The quarterback is given instructions to

run with the ball if the line-backer is covering the man in motion. He is also told to use his passing game if the man in motion is covered by the halfback.

The quarterback should also be taught to chart the plays which should work best against a five-, six-, and a seven-man line. The quarterback should know that, in spite of the fact that a certain play might not have made a yard on one try, it might go for a touchdown on the very next attempt.

If the man in motion is covered by the defensive end, the quarterback should use a fast play inside of him.

If the opponents use a 5-3-2-1 defense with the outside line-backer covering the man in motion, the team should run against it. If the opponents employ a 6-2-2-1 defense with the halfback covering the man in motion, pass plays should work well.

It is very important for the quarterback to pull back away from the center as soon as he gains possession of the ball.

Fundamentals of Basketball

(Continued from page 18)

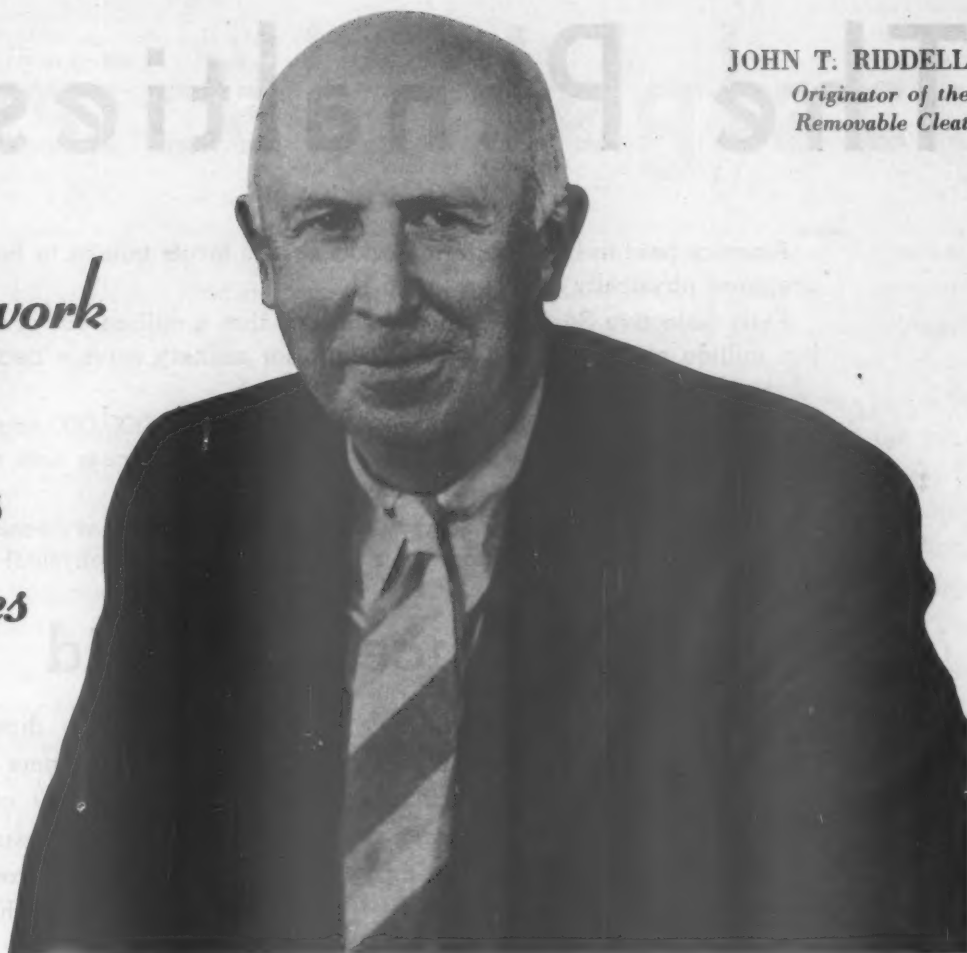
much as possible and the rest of the body as little as possible in making passes; for example, the use of the one-handed, wrist-snap push pass across the top of the head instead of the old fashioned long-arm-and-body movement of the hook pass.

5. A player should keep contact with the floor. If he jumps in the air to pass, he can not make a satisfactory last instant readjustment to a change in the defensive man's coverage. This principle is less applicable immediately under the basket.

In general, body movements in passing tend to "telegraph" the pass to the defense. Wrists and fingers make quicker, softer, more deceptive, and more accurate passes.

(To be concluded in October)

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Of the men accepted for service, both the Army and Navy soon found that only 5 to 10 per cent met their full requirements of physical fitness.

The Price We Paid

FIRST: Because of failure to institute adequate programs of physical training in our schools, homes and industries it is safe to assume that many fathers of families had to be drafted to make up for the deficiencies among unmarried men.

SECOND: The discovery that only 5 to 10 per cent of the men accepted were up to Army and Navy standards for combat duty, required the Armed Services to embark on an extended emergency program of basic training to get the rest into condition for combat training. This materially slowed up their active participation in the war, and gave our enemies just that much further time to consolidate positions which had later to be retaken at extra cost of American lives.

THIRD: Due to the dire character of our emergency, sufficient time could not be given to get all draftees fully physically fit before their departure for overseas action. Loss of life consequently occurred from fatigue and lack of endurance, etc., which would have been in many cases unnecessary had all our fighting men built up the strength, agilities and skills which sports and exercise contribute to efficiency in combat.

FOURTH: In addition to lives lost because of deficient leg strength for jumping combat obstacles, or deficient arm and shoulder strength for climbing ropes, pulling one's self over ledges and out of cockpits of falling planes, and other deficiencies in agility and ability to

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stand up under rigors of combat duty, unnecessary waste of human resources is attributed by Army and Navy officials to our sending men to war who cannot swim.

FIFTH: In addition to the loss of life which testimonials of many athletes indicate might not have occurred had our system of physical training been adequate since World War I, there is the extra financial burden imposed upon our people by the elaborate system of basic training that had to be instituted under costly war conditions, and the loss of planes and other equipment wrecked because of deficient nervous and physical abilities of the inductees.

SIXTH: Still confronting us beyond the end of hostilities is the human anguish and the enormous financial burdens that our people must bear to take care of the returning men suffering from various disabling neuroses. The first million men returned home show that the percentage of such cases will run very high. It seems safe to assume that adequate programs of competitive athletics for building physical fitness in their formative years would have prepared many of these men to stand up under the strain of war without cracking up nervously. As it is they and their families must suffer, and taxpayers must pay for the care of many of them through the Veterans' Administration for the next thirty to fifty years.

Shall We Learn from Our Mistake?

Shall we repeat our mistake and continue to neglect the necessary measures for physical fitness development during the post war years? . . . or will we find leaders ready to bring each community into action

in a national program for a physically fit America? The answer is in the hands of the American people. Any individual or agency can take part. Write for information.

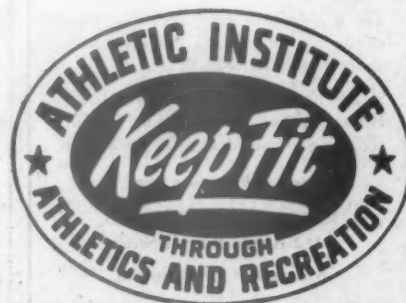
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Defensive Strategy

By Bill James

IN DEFENSIVE team play, we use three standard defenses and several different variations. A defensive quarterback calls the signals, either by calling out numbers or indicating with his fingers the defense to be used. The center or the fullback usually gives the signals or acts as the defensive quarterback.

In our meetings with the quarterbacks, we divide the football field into two zones. One consists of the territory from our 30-yard line to the opponent's goal line. The other zone consists of the territory from our 30-yard line back to our goal line.

The quarterback should be impressed with the fact that the opponents will have four downs to make ten yards in the territory from his own 30-yard line to his own goal line, and that the opponents will have only three downs to make ten yards when operating in the territory from the quarterback's own 30-yard line to the opponents' goal line.

The quarterback should be schooled in conditions governing long, average and short-yardage situations, and given defensive plays for each situation. First down and fifteen yards to go for a first down is long yardage. First down and ten yards to go is average yardage, while first down and three yards to go is considered short yardage.

Schooling for the quarterback should include selection of the best defense against runs, against passes, against runs and passes, and the best defense when short, average or long yardage is needed. He must also be taught what to use against hook, long and delayed passes; what to use on the side line, when deep in the opponents' territory and when deep in his own territory.

Our Number One defensive strategy, for example, against the T formation has the following variations:

I-1 Defense: The left guard is back in the pass defense.

I-2 Defense: The right guard is back in the pass defense.

I-3 Defense: Both guards are pulled back in the pass defense.

I-4 Defense: A special defense with five-man spacing on one side and seven-man spacing on the other.

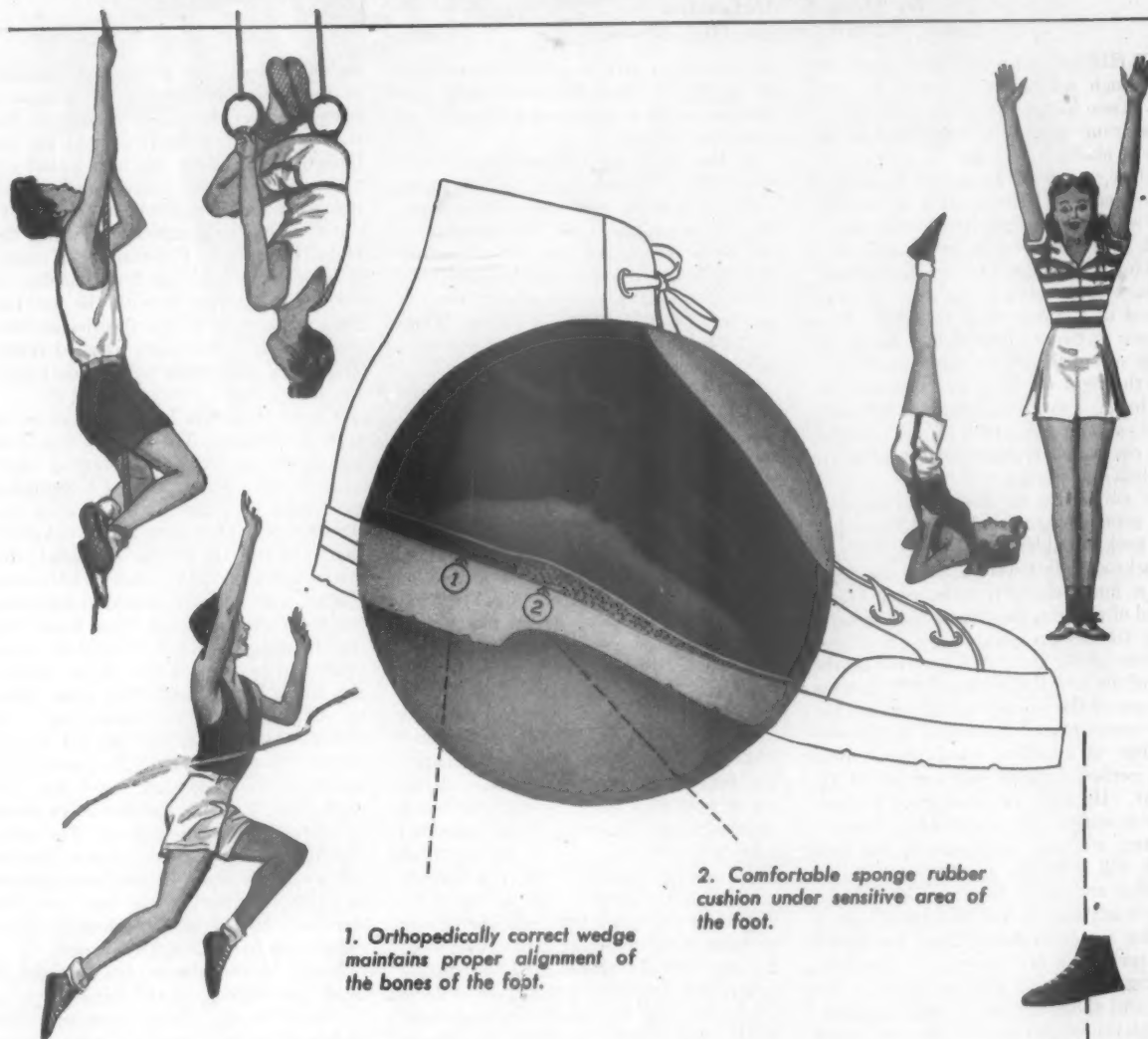
I-5 Defense: Five-man line.

The I-1 defense should be used on run and pass situations. The I-2 should be used on run and pass situations, and when no plays are expected on the middle of the line. The I-3 defense is used on forward pass situations.

In short yardage, the Number One defense should be used with all men playing tight and the secondary close.

(Because of limited space, this article, as submitted by Mr. Coffey in his report of the Texas Football Coaches Association has been used only in part.)

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Teaching Offensive Line Play

By Dana C. McLendon
Coach, Albany, Georgia, High School

DANA C. McLENDON, an annual contributor to this publication, is coach of the Senior High School and principal of the Junior High at Albany, Georgia. In three years in Albany his teams have won two south Georgia Football Association titles and one state title.

THIS article is directed chiefly to the high school coaches who have to train inexperienced players.

We want quickness and speed in our players above any other qualities, and, therefore, we work all season to develop these qualities. Every drill or exercise that we use is designed with this aim in mind. For our first drill, we have our linemen form in single file across the field. We have them stand at attention, then on a count of 1 spread their feet apart from eighteen to twenty-four inches, depending on the size of the player; on count 2, they drop the right toe back to a line with the left instep; on 3 assume an offensive stance, and on 4, 5, and 6 charge. During each count the coaches correct faults in the stance or charge.

We emphasize the following requisites of a good stance: head up, split vision, rigid neck, shoulders square, back straight, buttocks slightly lower than the shoulders (for a lunge charge), wide, comfortable spread of the feet, the toes pointed straight ahead (if toes are pointed out the charge is automatically destroyed), weight on the balls of the feet, the free arm resting across the knee of the corresponding leg, and the other arm straight and resting on the second row of knuckles. The player must have perfect balance and control of his weight. He must be completely relaxed, ready to spring forward into his charge.

Later, we add variations to the drill which will help the player in executing shoulder and body blocks. The first of these variations is for the player on a starting signal to uncoil from his stance and spring as far forward as possible, keeping low to the ground, shooting his head and shoulders like a snake striking. The player strives to increase the length of the lunge. He lands on his toes and hands, back horizontal, head up, feet spread, and knees off the ground. This exercise helps the player develop the lunge charge which we use. The second variation consists of following up the position described by "crabbing" to the right, left, forward or backward as the coach calls directions. This helps them in following up shoulder blocks and maintaining body blocks. For the third variation the men hop right, left, backward or forward from an offensive stance. This helps with our hop block. The fourth consists of a charge, then down on hands and toes (all fours), and continuing forward motion. This is designed to increase follow-through when it is necessary for the players to go to

their all-fours. We want the players first to develop a powerful initial lunge and then to be able to follow up without loss of motion or contact.

At the same time we are trying to correct faults in their running, such as skimming the ground, high knee action, crow-flapping arms, knees out, and running on the heels or side of the feet. Linemen should be given plenty of 50-yard wind sprints, and 120-yard relays at the end of practice, using footballs for batons. Wing-footed linemen, blocking downfield, are a tremendous asset.

We next put the linemen to work on the dummies and Crowther sled. Later they work on a seven-man sled and finally begin contact work. We spend a little time teaching them to shoot their shoulders into a dummy without moving their feet. Too much of this, however, will develop a habit of the lineman extending his body too far with his legs floating out behind and he will have no drive after his initial contact. As quickly as possible we teach the players to bring their feet up simultaneously with the lunge. Shooting the shoulders is stressed.

There are two basic types of lineman's charges. One is the lunge or spring, the other is the step-in type of charge. The lunge consists of the lineman charging off both feet, uncoiling his body like a snake striking. This lunge is best executed from a tripod stance with the buttocks slightly below the shoulders. The lineman must use every muscle from the tip of his toes to the top of his head. He should aim his head at the defensive man's chin, when this man is in his stance, and concentrate on striking him with enough force to drive him backwards. The force and snap of the initial charge spell success or defeat. In order to accomplish his aim, he must drive into, and beyond, his target to stop the defensive man's charge and drive him back. The offensive player must recover immediately by bringing his feet up simultaneously with his charge, and continue with short, driving steps. After getting contact with his head and shoulders, the lineman must keep his feet under his buttocks, then leg-drive and lift will enable him to take his opponent in or out. The lunge is best used against a charging lineman as a floater can side-step the lunge. A waiting lineman should be played with steps in the charge.

In the step-in charge, the entire body moves into the opponent with the initial step forward. The buttocks may be a bit

higher in the stance if this type of charge is used. In any stance, it is essential to place the buttocks high enough so that the charge may be made without any preliminary movement. We have found that players can often make contact more quickly if they step in with the foot on the same side as the shoulder with which they make the contact. For example, if contact is to be made with the left shoulder, the player should step in with the left foot. This is contrary to the theories of many coaches, but it has given us good results. The initial step must not be too long or the drive is lost.

There are certain basic qualities in any type of charging. The linemen must start simultaneously with the starting signal with no previous motion or telegraphing by raising the buttocks or drawing back the shoulders; they must keep a poker face that does not tip off the opponent, they are assigned to take; they must sustain contact with head and shoulders low (some coaches state that they have found that line blocking in the T should be about twelve to eighteen inches higher than in the single wing), and they must follow up contact with short, driving steps. The feet should be wide, toes pointed straight ahead (try charging with the toes pointed outward), buttocks low, head up, neck rigid, back straight, and the drive should be directed forward and up. The elbow should be extended for greater blocking surface, and contact should be maintained in a pocket formed by the head, neck and shoulder. In any type of blocking 90 per cent of the battle is aggressiveness.

Faults in the charge, beside those already mentioned, are the initial steps are too long; the feet are too close and afford no lateral balance; the body is not squared up, and the eyes have not been on the target.

We constantly stress to our linemen to keep their eyes on the target, and make contact close to their ears. We try to get over to them that the body should be aimed at the target so they must watch the target. Ducking the head, flinching, or closing the eyes will ruin blocking. Quickness and speed must be developed.

Considerable time is required to teach a good shoulder charge, and its execution must be worked on unceasingly. We have found that the players learn more quickly if we tell them that we use only one type of block, the shoulder block, and that a body block is a follow-up to be used if they lose contact with the shoulder. They can

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maintain contact with a "crabbing" motion such as they used in the drill. If necessary they can keep contact by driving forward on all-fours although we want our linemen to keep off their knees and hands.

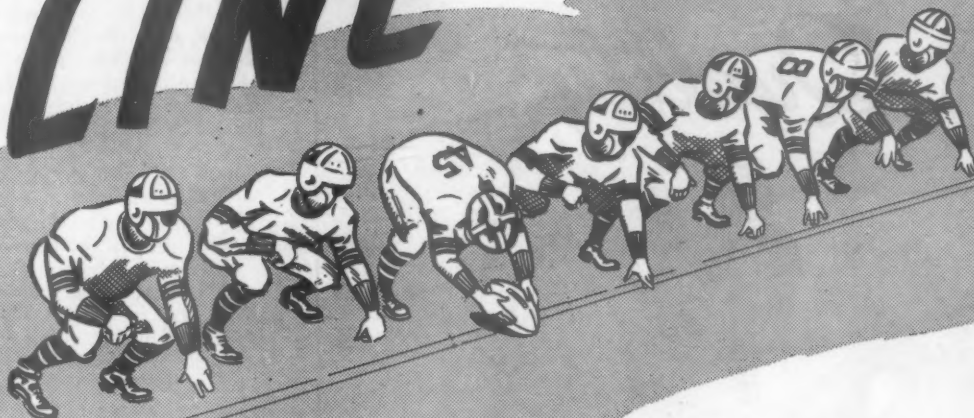
We use the Crowther sled, blocking dummies, and the seven-man sled on which to practice the shoulder charge. Later we use "live bait" contact a great deal. We have our linemen charge on a starting signal. This is a point that cannot be over-emphasized. We have several drills we like. Dummies are lined up several yards apart in single file. Linemen execute right- and left-shoulder blocks on a designated starting signal. Players alternate charging and blocking and holding the dummies. Aggressiveness is stressed, and corrections are made.

Our linemen do not attempt to drive an opponent straight back, but turn him left or right immediately after contact. The values of this are obvious. It is basic that a lineman should keep his head and body between the opponent and the play. Using this same setup, we practice what we call an "out-of-position" block. If an opponent is playing off a man's right shoulder, he takes him to the left in the following manner. The first step is an 8-inch step with the right foot to the right and slightly forward, and then he brings the left foot across and forward, driving the left shoulder into the opponent. Another step with the right foot should complete position and angle, putting the offensive player to the defensive man's outside. The charge must be continuous and forward, low, aggressive, and quick. Properly executed it is quite similar to the straight lunge. If the opponent is some distance to the right or left, we employ hopping. Our lineman, usually an end, will hop laterally along the line of scrimmage, keeping his feet spread, body low and balanced, and after getting outside position will drive the opponent in. Care must be exercised not to hop straight up and down but to skim the ground and not raise the feet over an inch or so off the turf. The offensive player should go forward a couple of feet when executing the hop.

If our end is assigned to block the defensive end out, he often uses a parallel or long-body block. This gives him more blocking surface, and can be used effectively when he merely has to keep a man away from a play. In cross-checking, or covering holes that an interferer has left, we have our man drive his left shoulder (if the play is going to the right) into the defensive man, getting his head well across the path of the opponent's charge. He can then go into a body block using a "crabbing" motion for contact. This type of block is best used against a charger. If the man is not charging, the shoulder block is better to control him.

Our left end frequently uses a reverse body block against a lineman who is playing inside him. He drives his left shoulder

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hard into the defensive tackle, and then lets this shoulder slide off getting his head and chest well across in front of this man. From this position, he executes a reverse body block, and "crabs" the tackle down the line of scrimmage. We have found that the effectiveness of a reverse body block, and its staying power, are greatly increased if the end hooks his inside foot (left) against the opponent instead of letting his body extend parallel.

As our linemen become more experienced and adept, we teach them to fake with their heads and shoulders, use dip charges, duck the shoulders and use the forearms to knock up the hands of the defensive lineman thus getting to his body, and occasionally to employ a block that has been called a "close-the-door" block. This block consists mainly of faking to the right or left, giving the opponent an opening through which he thinks he can charge, and then driving quickly back into him. Speed is essential. On end runs, when it is necessary merely to hold the defensive tackle in position, our end may use a knee block. The right end would execute this block by shooting his body beyond the opponent and by bringing up his left knee between the opponent's legs. On check blocks we want our linemen to ram the opponent rather than merely brush him.

We have found that the blocking skill of linemen can be improved if they understand thoroughly what they are supposed to accomplish on each play. For this reason, we carefully diagram and explain each play, pointing out that the closer a lineman is to the hole through which the play goes, the longer he must hold his contact. Other men can execute check-blocks and get down the field for open-field blocking. The lineman should also know just what type of block will best succeed against certain types of defensive line play. A lunge or coil charge may work well against a hard charger, but a "dancer" can sidestep it. A submarining guard may be effectively disposed of by smothering him. As a rule, we have found that the quick, vicious charge with plenty of follow-up will take care of most situations. As we said before, charging and blocking are 90 per cent determination. It will, however, certainly pay big dividends if the coach will carefully explain to his lineman how he can best handle the different types of defensive linemen whom he will face.

One of the best devices which we have used for improving the charge of our line as a unit is the seven-man sled. We have quite often seen players who looked good charging against the blocking dummies but whose lack of speed or aggressiveness became more apparent when they worked against the seven-man sled. The effectiveness of any line is based on the snap and co-ordination of its charge as a unit. If linemen are not charging well as a unit, a coach should try them on the seven-man sled. Their speed and timing will improve



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We at Nocona send sincere thanks to members of our armed forces for a job so well done that both Germany and Japan are now bowed in unconditional surrender ... and the world is once more the home of free men. Our humble role was to supply our fighting forces with athletic equipment as a part of their conditioning program as well as provide well earned relaxation during off duty periods. But our job is not finished. The armies of occupation will require athletic equipment and our facilities will be partly devoted to that end. As a result, conversion to civilian needs may be slow. Your patience and understanding will be greatly appreciated as we discharge this worthy duty.



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considerably. This is gruelling work, and it is better to use two or more complete lines, alternating them frequently.

The increased use of the T formation is calling for more 1-on-1 blocking, although in some cases it is desirable to use 2-on-1 blocking. In the latter, we employ the usual pivot-post type of blocking. This block may be executed better when the opponent is directly in front of the man who is to act as the post. The post charges forward, getting directly in front of the opponent, driving his head into his middle, and attempting to raise him up and expose his body. The pivot drives into the exposed opponent and drives him down the line. The pivot, of course, must be more aggressive than the post. If four offensive men are double-teaming two defensive men, they split an opening between them somewhat like opening a book. The offensive men attempt to drive the opponents laterally, rather than back, as this splits a much wider hole and does not give the defensive man an opportunity to break away and make the tackle after the runner has advanced a few yards. If the opponent is playing between two men, the pivot-post block is somewhat more difficult, but can be executed if the post will drive into the opponent from the front. It is perhaps easier for the two offensive men to employ the usual method of double-teaming if the opponent is playing between them. The pivot-post lateral opening type of blocking may be employed effectively against a hard charger; the waiting lineman can be driven back quite easily and then to the side.

We quite frequently work an offensive line only against a defensive line and linebackers. This gives a good set-up for teaching close-line play since 1-on-1 blocking, 2-on-1 blocking, cross-checking, lineman blocking ends and backers-up, and linemen interference can all be closely watched. The spacing and personnel of the defensive line and its style of play should be changed frequently presenting differing blocking angles and problems. The linemen should also practice against a six-five-or seven-man set-up.

Much patience, minute attention to detail, and hard daily drilling are necessary to develop linemen. Drills should be run with snap and precision, executed at fast tempo. It is imperative that a coach instill an aggressive spirit into his linemen. The ideal lineman is an ambitious, hard-working, self-sacrificing individual who is carrying the lion's share of the battle. A well-drilled line is poised, alert, aggressive, carrying the fight to the opponents. In many cases a team's morale is built in the line, and since the line usually plays in games as it works in practice, it is vital for the coach to have well-planned, snappy line drills and scrimmages.

We have been somewhat successful in producing alert, aggressive, lines by following the suggestions set forth in this article.

Not the System, But the Execution

(Continued from page 14)

gone through his various blocks numerous times, first for form then at full speed. This practice should be continued throughout the season at least once a week.

We scrimmage about four plays against a six-man line, without line-backers, to perfect first-line blocking. After several days of this, we add line-backers. A few days of this and we add a full team on defense, moving up and down the field, using all types of plays and particularly stressing downfield blocking. We also use one simple pass in the first stages of the six-man scrimmage, stressing the blocking for the passer. In this way we do not have to watch so many men, consequently missed blocks are not overlooked. We scrimmage our line this way later on in the fall, with scrub backfield men behind our first line. There is not so much danger in the line-men getting hurt doing this kind of work, but there is danger in the star backs getting crippled in this type of practice. This also serves to give the reserves good defensive work and teaches the first team their offense. Clean blocking and hard running should be stressed at all times. Too many plays at a time should be avoided and the emphasis should be on perfection in blocking.

Scrimmage

During the second week of practice, we usually work on forward passing twice a week. Later on in the season we work on it once a week. First, we have one running play to about every three passes and then we throw passes on every down, with the defense knowing that a pass is coming, and making every effort to rush the passer. We stress the blocking in this work.

In our kicking scrimmage we work on protection for the kicker and for the passer at least once a week throughout the season.

Our signal-running practice consists of running signals up and down the field for endurance, and running signals from the ten-yard line over the goal line, stressing goal-line punts, speed, and drive.

The Perfect Play

The fundamentals, applicable to any system, touched upon in this article, if properly executed will produce the perfect play.

That perfect play requires an accurate pass from center; clean ball-handling; sharp blocking in the line; fast intelligent, aggressive interference; good faking; fast-starting, hard-driving backs with ability to use their interference; and blocking of the secondary.

The perfect play will click regardless of the system.

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The 1945 All-Star Game

THE 1945 All-Star game may be the indication of a post-war enthusiasm in football. Played again in Soldiers Field after a lapse of two years, 92,753 spectators viewed the contest. The army air forces aid society and Chicago service men's centers will benefit from the profits of the \$221,550.

The All-Stars won the toss and chose to take advantage of a fairly strong wind. Green Bay, however, with the wind against them was able to march sixty yards by forward passing and score 3 points.

Diagrams 1 to 13 show some of the plays used by the All-Stars.

Diagrams 1, 2, 3 and 4, basic plays in the Bierman system of football, were used several times in this game.

Diagram 5 shows the play on which Harmon made a very fine 46-yard run. It was at the end of this play that Harmon fumbled and the crowd voiced their disapproval of the decision. The game was played under the college rules in so far as this play was involved.

Diagram 6 shows the All-Stars' most effective pass except for the one which scored their only touchdown.

In Diagram 7 is shown a play designed to take advantage of a defense that drifts rapidly with the ball-carrier.

Diagram 8 shows one of the basic plays from the T formation used by the All-Stars. This play was run to either side of the line.

Diagram 9, a sequence play to the one shown in Diagram 8, is the play which the All-Stars fumbled twice in scoring territory.

Diagram 10 is the forward pass play which is a logical follow-up to the one shown in Diagram 9 and scored the All-Stars' only touchdown.

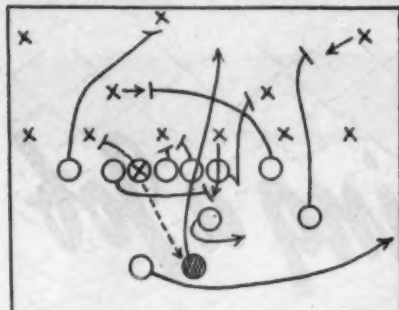
Diagram 11 illustrates a quarterback sneak which was used both to the right and left, that is with the three backs faking to the right or to the left.

Diagrams 12 and 13 show two of the defensive patterns used by the All-Stars and were reasonably effective in stopping the Packers both on the ground and in the air.

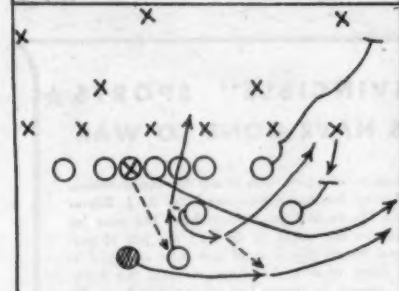
Diagrams 14, 15 and 16 show Green Bay's principal run plays off the left half-back series. These plays were used also from the left formation.

Diagrams 17 and 18 illustrate two full-back plays which were used several times by the Packers. Play 18 was run without the usual preliminary T formation from which they shifted to their regular formation.

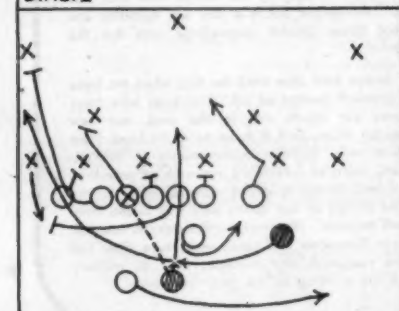
Diagrams 19, 20 and 21 show the first three plays used by Green Bay after receiving the kick-off and obviously indi-



DIAG. 1



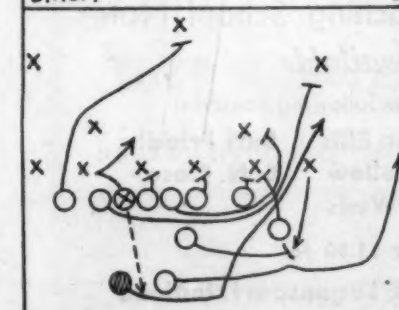
DIAG. 2



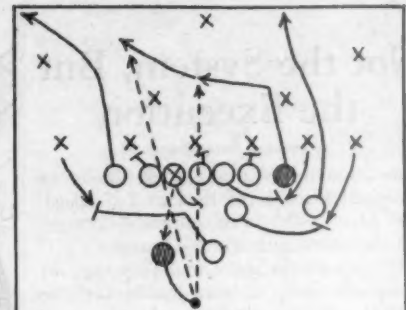
DIAG. 3



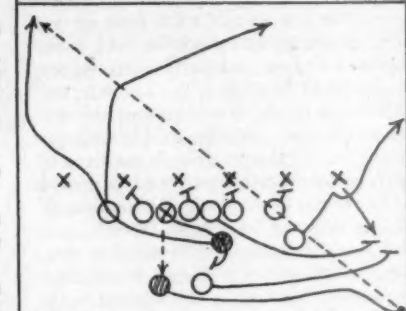
DIAG. 4



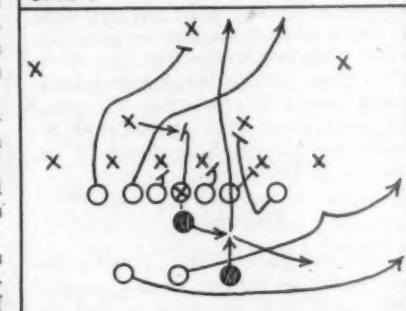
DIAG. 5



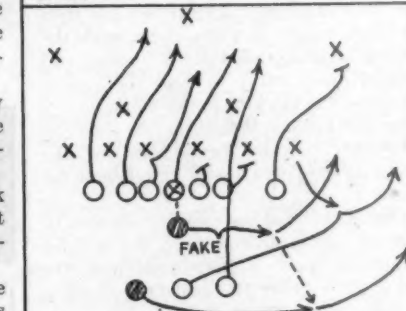
DIAG. 6



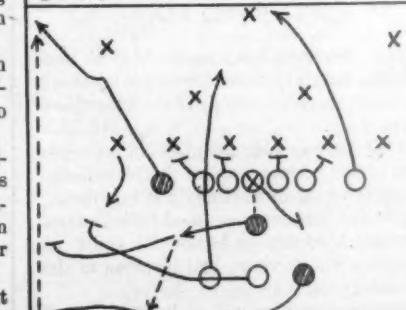
DIAG. 7



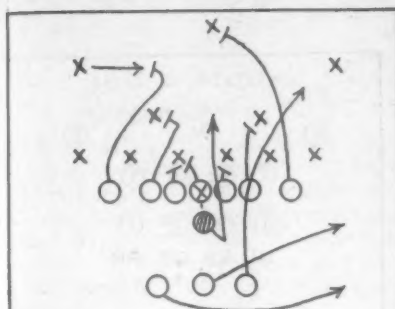
DIAG. 8



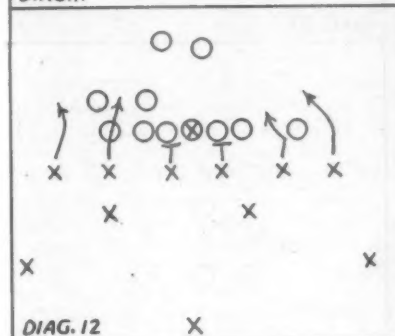
DIAG. 9



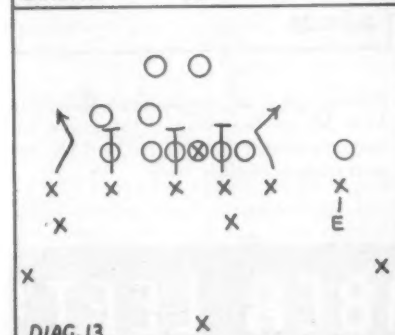
DIAG. 10



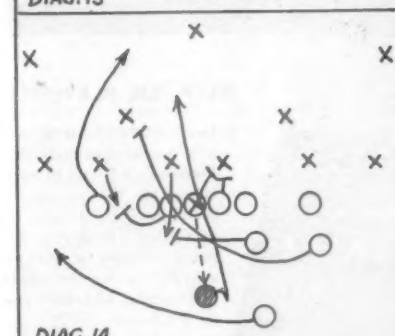
DIAG. 11



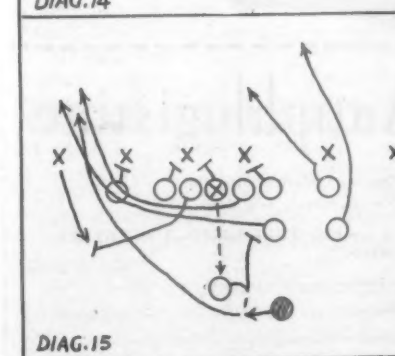
DIAG. 12



DIAG. 13



DIAG. 14

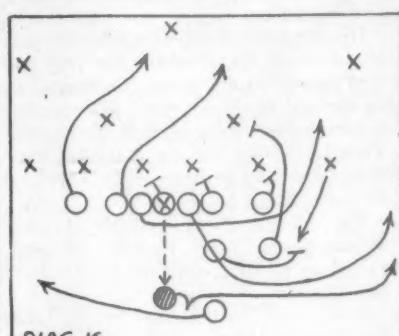


DIAG. 15

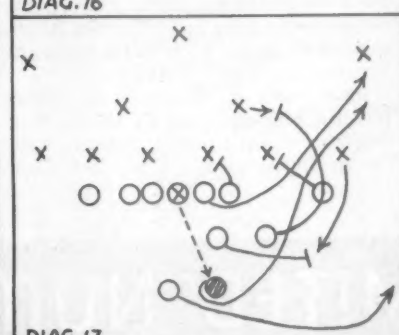
cated a definite plan for the start of the game, left end, Don Hutson, receiving the pass from left halfback, Irv Camp.

Diagram 22 shows the only touchdown scored by Green Bay from the line of scrimmage, a well-executed wide reverse with the left halfback who originally handled the ball sneaking back to the side line. The ball was put in play on about the 20-yard line.

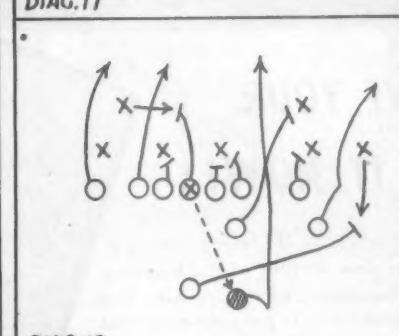
Diagram 23 shows a play used by Green Bay without shifting—a quick pass to Hutson.



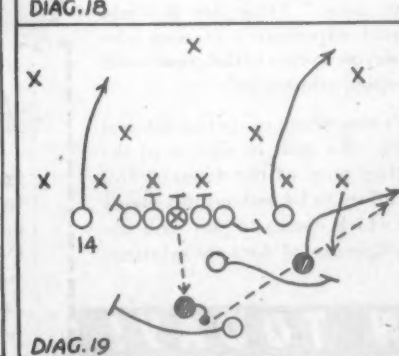
DIAG. 16



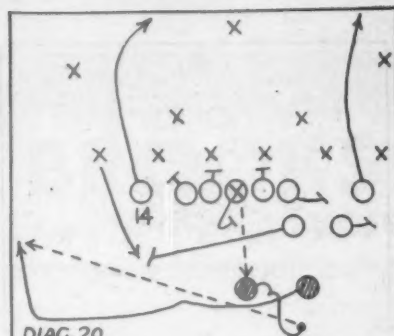
DIAG. 17



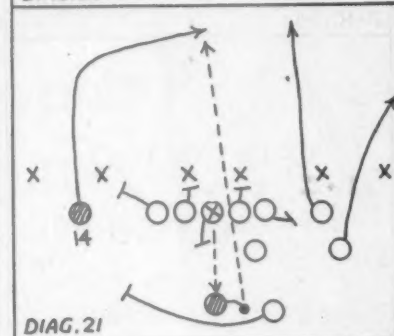
DIAG. 18



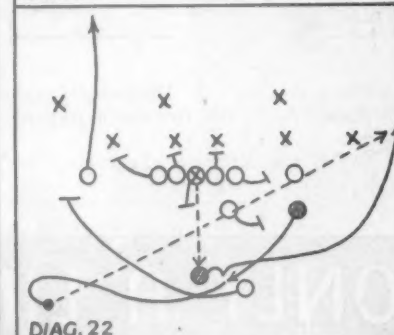
DIAG. 19



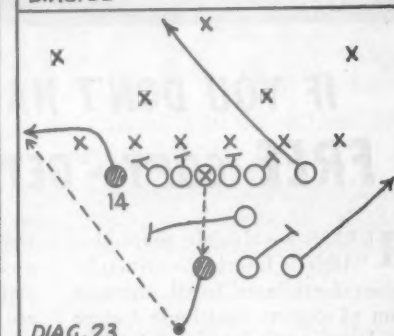
DIAG. 20



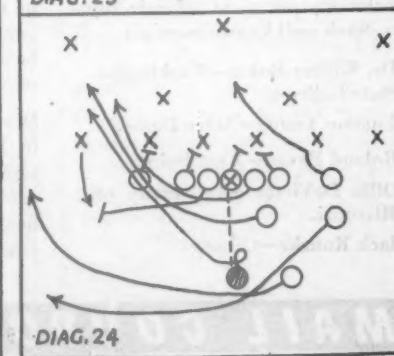
DIAG. 21



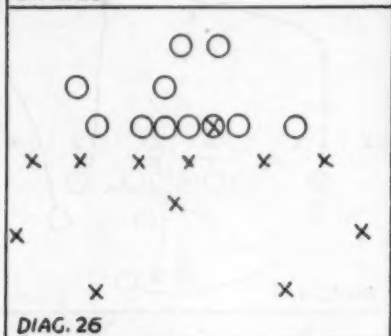
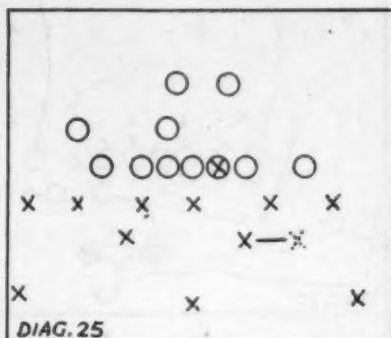
DIAG. 22



DIAG. 23



DIAG. 24



The play shown in Diagram 24 was used once by Green Bay for a 20-yard gain.

Two of the defensive alignments used

by Green Bay are shown in Diagrams 25 and 26.

Diagram 27 shows the All-Star pre-shift from which the team shifted to a single wing right with an unbalanced line. They used the same formation to the left.

Diagram 28 shows Green Bay's preliminary formation from which a few plays were run. For the most part, a shift followed into the formation as shown.

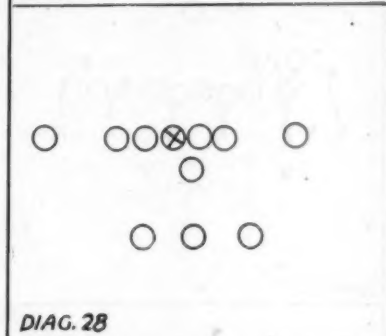
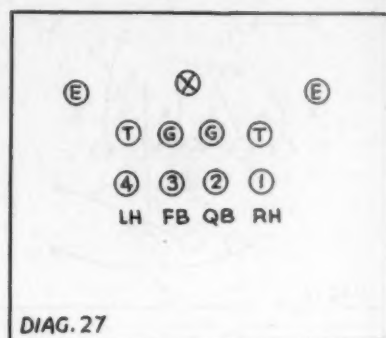
Offensive errors, or fine defensive play, as you prefer to look at it, were significant and were largely responsible for the defeat of the All-Stars.

Greater football experience on the part of the Green Bay Packers was very evident throughout the game. Overeagerness on the part of the All-Stars, when scoring opportunities were presented, was costly. Three of the four fumbles by the All-Stars, deep in scoring territory were recovered by Green Bay.

The All-Stars outpassed the Packers 162-95 yards. The Packers, however, gained on pass interceptions 123 yards to the All-Stars' 78.

Each team was penalized but six times for a total of forty yards, although the teams were playing under the new college rules which further prohibit the use of the forearms in offensive blocking.

Head coach of the All-Stars, Bernie Bierman, Minnesota, and his All-Star Staff consisting of Jeff Cravath, Southern California; Howard Odell, Yale; Ray Eliot,



Illinois, and E. M. Lookabaugh, Oklahoma A. & M. are deserving of the praise and congratulations they received on the fine performance of their team.

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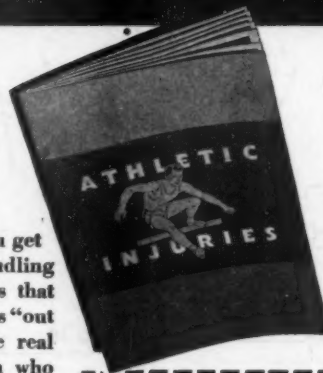
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MAIL COUPON TODAY!

Just a Minute

(Continued from page 4)

passing) one line backer will have to zone it while the other plays man to man," says Wisconsin's astute Harry Stuhldreher.

Bunny Oakes of Wyoming says the new pass "will require a revolving defense."

"Ends will be used more on pass defense," says Ohio State's astonishing Widoes.

"Added pressure on the halfbacks in play-diagnosis on the fake pass run and fake run pass," foreseen by Navy's Hagerberg.

Wentworth's Chink Coleman, the man responsible for all this, believes we will have more shovel passes, more fake run passes or vice versa plays and these plays will be run from other formations than the T. In many ways Captain Coleman believes the new rule will help the T, bringing more effective blocking for the passer and more passes to the man in motion out in the flat zone.

Officials will find themselves relieved of the pressure of calling back long gains and touchdown plays because the passer wasn't the required five yards back.

The Trainers New Organization

THE end of the war and brighter prospects for rapid demobilization have given athletic trainers the green light for their new organization.


With the football season now at hand, a temporary staff of officers, representing the athletic trainers of the United States, is contacting trainers for the purpose of obtaining democratic representation at the organization's first official meeting scheduled for January, 1946, to coincide with the annual meeting of the American Football Coaches Association.

The temporary trainers' staff, to serve until permanent officers are elected at the January meeting includes: Eddie Wojewski, Louisiana Tech, chairman; Henry Schmidt, Santa Clara; Roland Bevin, West Point; Wilbur Hutsell, Auburn, vice chairmen, and John Noonan, Harvard, secretary.

Chairman Wojewski, in commenting on the set-up of the new organization, stated:

"No dues or fees will be collected by the advisory committee which is functioning solely for the purpose of uniting experienced athletic trainers into a unit capable of writing a workable constitution and obtaining recognition by the National Coaches Association, the National Collegiate Athletic Association, the National Safety Council and the Physical Education Association."

All trainers are urged to forward their applications for charter membership to John E. Noonan, Secretary, at Harvard University.



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THE ATHLETIC JOURNAL
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DEFENSE AGAINST THE "T" FORMATION

R. H. Lavik (Springfield '20), director of athletics at Arizona State College at Tempe, and former coach of Flagstaff Teachers, Colorado College and Colorado Aggies, has written lucidly of defense against the "T". Illustrated with pictures and charts, mimeographed.

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BOX 954, TEMPE, ARIZONA

An All-Out Post-War Physical Fitness Program

(Continued from page 22)

upon us during the war. Less well known are the psychological or mental hygiene values of athletic competition; and in view of the rather startling disclosure of the incidence of mental ill-health among Selective Service registrants, we may perhaps be warranted in directing greater attention to the realization of these mental hygiene values for all youth.

"I believe that anyone who has himself participated extensively in athletics will agree that no lessons of school or college life were more valuable in the development of those qualities of sanity and poise so essential in meeting the exactions of life in this complicated civilization of ours than were those learned by active participation in competitive sports and games."

Dr. Victor Butterfield, President of Wesleyan University in Connecticut, came out in favor of wider participation in competitive sports programs. He champions more athletics as an integrated and contributing factor in the total education of man. Dr. Butterfield reaffirmed his conviction that the ability to act in a real and practical world must be developed as well as the ability to think.

"That is why I believe profoundly in athletics," he said, "particularly in the strain and impact of competitive athletics." Probably at no other place in the school or college program is concentrated so much of the educational raw fiber of leadership we so desperately need."

The American Medical Association, under the leadership of Dr. Fishbein, in collaboration with the Joint Committee on Physical Fitness, is undertaking an educational campaign in order to arouse a national consciousness of the value of physical fitness.

Various groups and organizations are promoting community sports and physical fitness facilities as Living War Memorials.

All of these things, plus many others, indicate that America will enjoy an immense post-war athletic and physical fitness boom. Adequate programs, however, will not be inaugurated by themselves. Wishful thinking will not produce results. We had a similar emphasis after World War I, but within a few years after victory this emphasis was allowed to become deflated and America gradually became soft again.

It is a responsibility of all coaches and physical education leaders in America to see to it that this can never happen again. It's a selling job. Sell it in your local communities, to your school and college administrators, to community leaders, and to newspapers. See to it that a program of physical fitness through competitive sports and the necessary conditioning activities is made available, not only for the "top" athletes on the varsity team level, but also to 100 per cent of the youth of the nation.

America cannot afford to be caught physically unfit again.

COLONEL THEODORE P. BANK

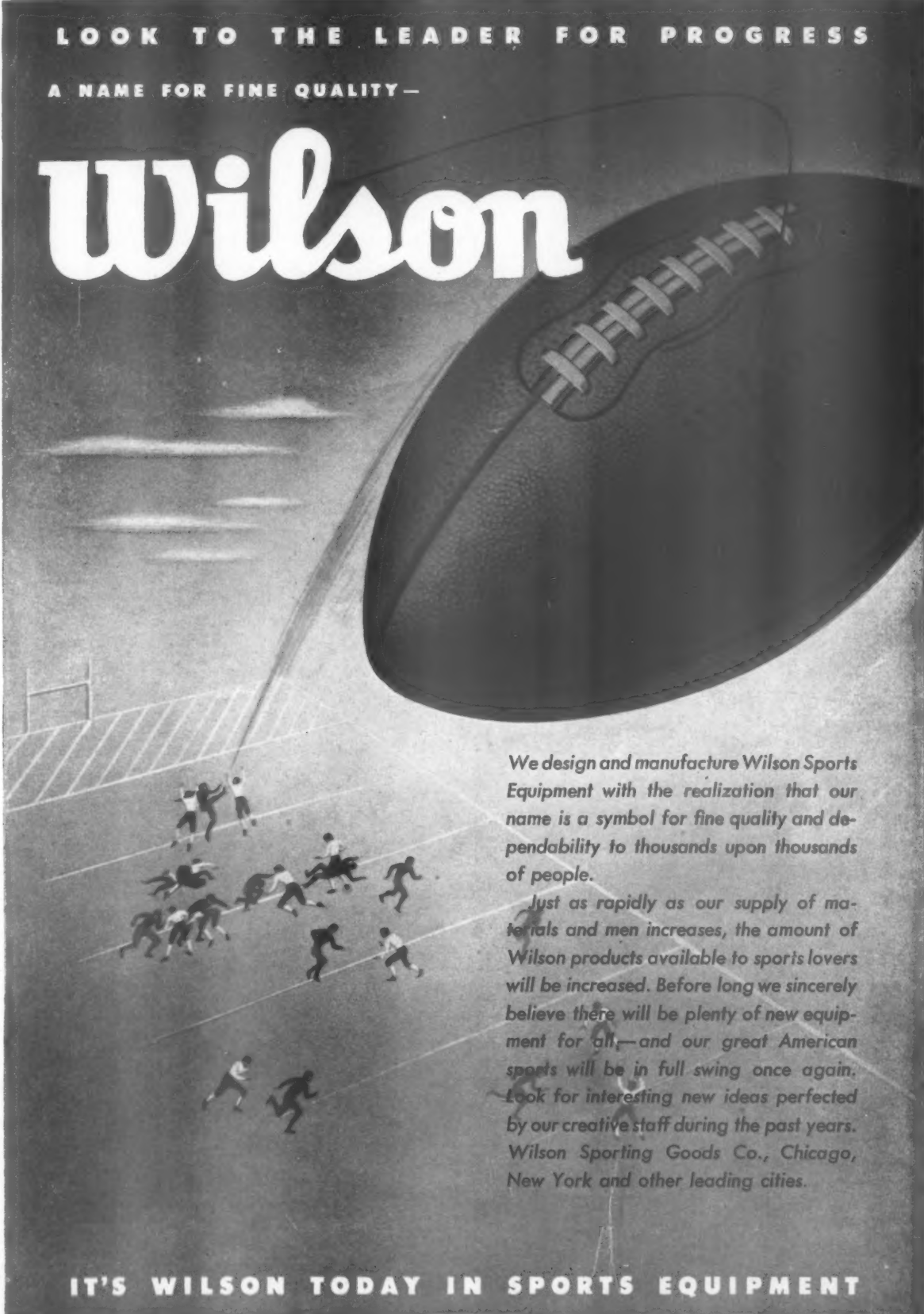
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